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Factors Affecting Academic Achievements of Secondary School Students at Bor Municipality Council, Jonglei State, South Sudan

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Abstract:

The purpose of this study was to explore the factors affecting academic achievement of the students in secondary schools of Bor Municipal Council, Jonglei State, the study focused on the Senior threes and senior fours outputs in the National examinations in relation to access to University entry and better learned skills. Due to the exploratory nature of the study and the holistic approach that was undertaken, home environment, parents, school environment, Teachers, and Learners factors were targeted as points of the investigation. Multiple methods of data collection were used, first, data was collected through Focused Group Discussion interviews with the learners, teachers, PTAs, and Key Informants interviews with head teachers of the schools and the directors in the directorate of secondary schools. Secondly, an observational method was used to collect the data such as time management by learners and teachers, behavioral patterns inside and outside the classrooms and in the schools compound, Teachers teaching methodologies, school learning facilities inside and outside. Documentary analysis was used to review on the attendance registers of learners and Teachers schemes of work, lesson plans and previous years SSCSE results, data collected was analyzed using contents analysis and the use of Excel spread sheet using tables since the design was qualitative. The key findings of this research revealed that; learners' environment was not adequately supporting better learning due to the following factors, parents' low level of education, unemployment rates among the parents, parents over working students after school hours, lack of educational resources at home. In school environment, the study results revealed; poor learning structures, use of English language as the medium of the instruction in schools, long distance being travelled from home to the schools, poor locations of the learning institutions, lack of setup libraries and laboratories in the school environment, lack of teaching/learning aid in the schools, teacher-learner absenteeism, lack of teachers motivations, students overcrowding and lack of teachers experiences in teaching leading to teacher centered method hence leading to less attentions being paid to the learners with special learning needs, present of unqualified teachers in the schools. Peers group influence among the students in the schools due to low socio-economic status, lack of learners' motivation and low attitude toward learning among the students. As a result, the study concluded that; Home, Parents, school environment, teachers and learners factors collaborated in producing poor academic achievements of the students at Bor Municipal council secondary schools. Recommendations were made for more attentions to be given to these factors by all the educational stakeholders both National and Privates actors.

Keywords: Factors affecting academic achievement of secondary school students at Bor Municipality Council, Jonglei State

1. General Introduction

1.1. Introduction

This chapter presented the background of the study, statement of the problem, objectives of Research study, basic research questions, significances of the research study, Limitations, and Delimitations of the research study, definitions of terminologies used as well as the conceptual framework of the research study.

1.2. Background of the Study

The development of any nation or community depends largely on the quality of education the nation provides for its citizens. It is generally believed that the basis for any true development must commence with the development of human resources (Akanle, 2007) cited in Wilson (2013). For that reason, formal education remains the vehicle for the socio-economic development and social mobilization in any society. However, it should be noted that unless the education provided has the required quality, it is difficult, if not impossible, to produce a competent human resource that could play a

significant role in the nation's economic and social development. Thus, maintaining quality in education became a critical issue among scholars, policymakers, and practitioners.

Although quality has become a critical issue, there are different conceptions regarding the term quality because the definition varies from context to context and culture to culture (Michael, 1998). Torres (1, p.16), as cited in Carm (2013 p.3452), defined quality as: '...an education that includes learning to know, to do, to live together and to be, it is an education geared to tapping each person talents and potential, and developing learner personalities, so that they can improve on their lives and transform their societies'. This definition of quality education embraces the three main drivers of Education For All (EFA):

- Why education is viewed as one of the key global priorities for achieving development,
- Focusing on each person's right to the individual development of his/her potential and talent, and
- Thereby improving their own lives as well as taking part in supporting the transformation of their societies

As there are different definitions for quality in education, similar variations exist among educators regarding what constitutes quality education. Beeby (1996), cited in Carm (2013), defines quality education as encompassing three levels. First, classroom quality, which is concerned with the acquisition of measurable knowledge and learning skills as well as harder-to-measure behaviors and attitudes, including 'habits of industry ... attitudes of respect for authority and love of country. At the secondary level, quality education must serve the economic goals of the community in which learners live. Related to this, at the third level, quality is judged by broader social criteria. These last two criteria for quality education are now defined as relevance (Hawes & Stephens, 1990) or 'external quality' (UNESCO, 2005). Beeby's 'stages of development' only concerned the first criteria of quality, i.e., the quality of teaching and learning in the classroom. Therefore, achieving high-quality education in the Era of Education for All is not an easy task. This study adopted educational quality as seen by Beeby (1996, p.11), who defines quality education as encompassing three levels. First, classroom quality, which is concerned with the acquisition of measurable Knowledge and learning skills as well as harder-to-measure behaviors and attitudes, include 'habits of industry'. To give access to education to the whole population, the state needs to build and develop many schools, supply a large number of teachers and provide the necessary educational resources. There are different studies conducted on the quality of education throughout the world. These studies revealed that various variables should be considered in determining the quality of education. Out of these are: student's level of performance has been taken as one of the critical factors that could show the extent to which the education provided for students has the required quality. Regarding this, Westera (2001), as cited in Wilson (2013), stated that students' performance increasingly judges the quality of education, what students actually learned, and how well they learned it.

Many attempts have been made to address the problem of low academic achievement, and some factors have been identified in explaining academic achievement. Among the numerous variables researched, demographic status, intelligence, behavioural characteristics, and psychological factors, namely, attitudes, self-esteem, self-efficacy, and self-concept, have been used to explain academic achievement (Wilson, 2013).

Besides differences in ability, which are not easy to control, students have specific learning styles that may influence their academic achievement (Ibid). Sternberg (1997) proposed that learning styles are at least in part socialized, suggesting that they can, to some extent, be modified. Thus, being aware of learning styles and their roles in academic achievement is of great importance for educational psychologists, teachers, and researchers. The society is expected to be economically, socially, politically, and morally transformed by quality education under good management. However, it is not clear whether the problem of low students' performance in community secondary schools is centred on the poor quality and the quantity of knowledge delivered in these schools, as well as poor methods in the teaching and learning processes or ineffective management of human resources and materials resources Wilson, (2013).

On the other hand, David (2014) found out and concluded that poor academic performance of students in many secondary schools, including Sumbawanga District, has been associated with underlying problems such as poor socio-cultural, poor socio-economic status, poor school learning environment, and Socio-political factors and many other factors that need further investigation. Different scholars have conducted research on students' school performances as an indicator of quality in education. Theory of Educational Productivity by Walberg (1981) determined three groups of nine factors based on affective, cognitive, and behavioural skills for optimization of learning that affect the quality of academic performance: Aptitude (ability, development, and stimulus), instruction (amount and quality), environment (home, classroom, peers, and television (Roberts, 2007). Home environment also affects the academic performance of the students. Educated parents provide such an environment that best suits the academic success of their children. The school authorities can provide counselling and guidance to parents to create a positive home environment to improve students' quality of work (Marzano, 2003). On the other hand, other scholars have been forwarding different reasons that have been affecting students' performance. Among these reasons, some were related to teachers' competencies, and others noted students' family social-economic status as influencing students' performance. Researchers found teachers' competencies to be a key factor in determining the quality of education (Shulman, 1986; Medley & Shannon, 1994; Westera, 2001). Regarding teachers' competencies, research outputs revealed that a high proportion of teachers at the secondary school level have no professional teaching qualifications, and many have not been educated beyond the secondary school level (Wilson, 2013). Teachers' competencies are a key to educational quality, particularly teachers' careers in particular subjects. Teachers' experiences in teaching a particular subject for a long period of time, teachers' educational qualifications, either with a bachelor's degree or with a diploma in the college of education, teachers' commitments, and regularity in the schools are the particular competencies that may promote educational quality. Otherwise, without such levels of attainment among the teachers, there would be nothing called quality in education to be obtained by the students in secondary school of education. The social assistance, the school environment, and the nature of parents have also been identified as critically determining students' performance and determining the quality of students' academic performance. Regarding social assistance, Goddard (2003) notes that the extent to which society supports schools is a crucial factor in

the accomplishment of students' performances. Besides the role society plays, parents' involvement in their children's education increases the rates of academic success of their children (Furstenberg & Hughes, 1995). On the other hand, other scholars argued that out of the many factors that determine students' performance is parents' socio-economic status in supporting their children in providing school learning aids. In this regard, Capraro & Wiggins (2000) noted that the Socio-Economic Status (SES) of the parents is critically affecting the quality of students' performance at the individual level. The SES can deliberately affect in a number of different ways. It is most often calculated by looking at parental education, occupation, income, and facilities used by individuals separately or collectively. Parental education and family SES level have positive correlations with the student's achievement (Caldas & Bankston, 1997; Jeynes, 2002; Parelus & Parelus, 1987; Mitchell & Collom, 2001; & Klinger, 2000). Students with a high level of Socio-Economic Status perform better than middle-class students, and middle-class students perform better than students with a low level of SES (Garzon, 2006; Kahlenberg, 2006; Kirkup, 2008). Therefore, students' academic achievement is negatively correlated with the low SES level of parents because it hinders individuals from gaining access to sources and resources of learning (Duke, 2000; Eamon, 2005; Lopez, 1995). Research outputs have shown that parents' low SES level strongly affects students' achievement, dragging them down to a lower level (Sander, 2001). This effect is most visible at the post-secondary school level (Trusty, 2000). It is also observed that economically disadvantaged parents are less able to afford the cost of education for their children at higher levels. Consequently, they do not work at their fullest potential (Rouse & Barrow, 2006).

Parents' level of education also affects their children's education. In this regard, it is noted that students' academic performance heavily depends upon parental involvement in academic activities to attain a higher level of quality in academic success (Barnard, 2004; Henderson, 1988; Shumox & Lomax, 2001). In this event, Krashen (2005) concluded that students whose parents were educated scored higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work activities and the information being taught at school. They can better assist their children in doing their homework and participating in school (Fantuzzo & Tighe, 2000; Trusty, 1999). The other variables identified included the quality of educational services and textbooks. Some studies found that educational services are often not tangible, and they are difficult to be measured because they result in forms of transformation of knowledge, life skills, and behaviour modifications for learners (Tsinidou, Gerogiannis, & Fitsilis, 2010). On the other hand, others noted that textbooks play significant roles in determining the quality of students' performance. Grauwe and Varghese (2000), cited in Wilson (2013), found that the quality of textbooks is the key factor affecting the quality of education rather than teachers' competencies. Access to more textbooks to the learners plays a great role in improving students' academic achievements since students will have time with textbooks though out in the schools, and they could have access to those who can help them in their free time at home and at school. Students make their own notes since they can read and write by themselves and only wait for some help from educators if they fail to understand by themselves. To add more to this, the lack of access to textbooks made students dependent on the teachers' notes. As a result, they could not read by themselves in their free time, lowering students' educational achievements.

Therefore, it was of paramount interest in this study to assess the factors affecting low students' academic performances in Bor Municipal secondary schools.

From the above statement, it has been seen that many variables were affecting secondary school students' performance. However, this study focused on the above-mentioned factors determining secondary school students' performance. Therefore, this study tried to explore the extent to which these factors have influenced students' performance at Bor municipality, Jonglei state. One of the variables of the students' low academic achievement has been stated above. Other variables were: the learners' environment which was not educationally supporting better learning due to the following factors, parents' low level of education, unemployment among the parents, parents' overworking of students after school hours, and lack of educational resources at home. In a school learning environment, the study shows the following variables:

- Poor learning structures,
- Use of English language as the medium of instruction and communication in schools,
- Long distances being travelled from homes to schools,
- Poor locations of the learning institutions,
- Lack of setup laboratories in the schools' environment,
- Lack of teaching/learning aid in the schools,
- Teacher-learner absenteeism,
- Lack of teachers' motivation,
- Students' overcrowding and
- Lack of teachers' experience in teaching leads to a teacher-centered method, and less attention is paid to learners with special learning needs,
- Presence of unqualified teachers in the schools,
- Peers influence among the students in the schools,
- Lack of learners' motivation, and
- Low attitude toward learning among the students

All these variables have been confirmed to have been the most factors affecting the learners' academic achievements in Bor municipal secondary schools.

1.3. Problem Statement

Education is one of the most important aspects of human resource development. Failure in the National examinations spells doom for the pupils whose life becomes uncertain and full of despair. Junior secondary leaving examinations performance determines whether the pupils will proceed to grade ten and later to university or other tertiary institutions, Chilleya, (2016). Education is valued because it contributes to national development through the provision of appropriate human resource that helps to stimulate productivity and eliminate hunger, poverty, disease, and ignorance (Republic of Kenya, 2005) cited in Yator, 2003. Furthermore, Kapinga (1992) shows that education liberates man from Socio-Political forces which weigh upon him and mold a new personality at the global level, David (2014). Despite this, evidence suggests that secondary students' overall performances have remained poor (Mosha, 2000; Malekela, 2000) cited in Wilson (2013). Secondary school students' performances throughout the world have been a serious issue that sought the attention of researchers. For instance, Maganga (2016), in her study in South Africa, found out that most government secondary schools performed poorly, as seen in the four secondary schools where the students sat for the form four examinations in 2013, failed to perform better. The results revealed that more than 81.3% scored poor grades (division four and zero). Similarly, David (2014) notes that performances in secondary schools were poor in Tanzania. The poor achievements in examinations among public secondary school students in Tanzania were because secondary school leavers have not been playing their roles because of the lack of the required knowledge, skills, and dispositions needed to function properly in the community.

In South Sudan, students' academic achievements in South Sudan Certificate of Secondary Education (SSCSE) in Jonglei state, particularly Bor Municipality secondary schools, have always been defined as low or weak because most of the students passing rates fall below the average scores. As a result, those who failed to perform better in their academic studies did not contribute well to human resources because they did not have the skills needed for community development. This poor academic achievement has contributed to the rising number of jobless in urban areas, criminals, drug addicts, and prostitutes (Kiwia, 2009). On the other hand, David (2014) found out and concluded that the academic performance of students in many secondary schools, including Sumbawanga District, has been associated with underlying problems such as poor socio-cultural, poor socio-economic, poor school environment, Socio-political factors, and many others factors that need further investigation. Therefore, it was of paramount interest in this study to assess the factors affecting low students' academic performances in Bor Municipal secondary schools. Thus, being aware of learning styles and roles in academic achievement is of great importance for educational psychologists, teachers, and researchers. Society is expected to be economically, socially, politically, and morally transformed by quality education under good management. However, it is not clear whether the problem of low students' performance in community secondary schools is centred on poor quality and quantity of knowledge delivered in these schools as well as poor methods in the teaching and learning processes or ineffective management of human resource and materials resource (Wilson, 2013). Regarding the academic performances of the students in secondary schools in Jonglei state, Bor Municipal Council (BMC), it has been witnessed earlier that only a few students normally got good performances every year while the majority of the students got low-performance results compared to the rest. It has not been levelled as a major concern in the State Ministry of education as to why only a few students always pass highly while the majority fail or get low-performance results. The students' passing rate ranges from 60% - 50% below in community runs secondary schools, which cannot grant students admission to universities with Bachelor Degrees Programmes, while passing rates in private schools range from 60% and above. These low academic performances of the students had been witnessed in the five years of academic performance records in secondary schools of BMC. In 2012/2013, the passing rate of the students who sat for the South Sudan Certificate of Secondary Education (SSCSE) was 59.83% from secondary school B and 51.2% from secondary School A. In 2014/2015, the passing rate of the students was 60.15% from secondary School B and 54.79% from secondary school A. In 2015/2016, the passing rate of the students was 71.92% from secondary School B and 42.95% from secondary school A. Finally, in 2016/2017, the passing rate of the students from secondary school A was 77.6, while the passing rate of the students from secondary School B was 50%. All these differences in academic performances were caused by some reasons on which research was carried out and investigated.

Low academic performance of grade twelve learners is one of the major concerns in South Africa (MacMillan & Schumacher, 2001:8) cited in Nkanzela (2015). Mbizana district is one of the areas where grade twelve results have remained relatively low over the years (Eastern Cape Department of Education, 2008a:1) Cited in Nkanzela N, (2015). In conclusion, secondary School B has better performances in every year's results compared to secondary School A, whose results remain low throughout yearly examinations in the secondary schools' National examinations.

The educational quality of the students in Secondary schools of Bor Municipal council seems to be below expectations of South Sudan Secondary Schools National curriculum as per the statement above. This has been witnessed in every year's results in the South Sudan Certificate of Secondary Education examination (SSCSE: 2012-2017), where students' performances were not stable, and there were deteriorations from year to year. In 2012/2013, the passing rate of the students who sat for the South Sudan Certificate of Secondary Education (SSCSE) from school B was 59.83%, and from school A, it was 51.2%. In 2014/2015, the passing rate of the students was 60.15% from secondary School B and 54.79% from secondary school A. In 2015/2016, the passing rate of the students was 71.92% from secondary School B and 42.95% from secondary school A. Finally, in 2016/2017, the passing rate of the students was 77.6% from secondary school B and 50% from secondary School A. On the other hand, only a few of the students performed better than others, while the majority performed poorly. As a result of low-quality secondary school leavers who lack useful skills for life in their communities, this led to a rising number of jobless, criminals, drug addicts, and prostitutes (Omari, 1995) cited in Wilson, (2013, p.10).

Samer & Mohammad (2015) argued that poor academic achievements are the biggest problems modern educational institutions face. This hindered the implementation of the educational missions appropriately. Still, this

problem leads to the presence of a group of students who are unable to pursue their courses with their colleagues because of their weak potential, becoming a source of annoyance, chaos, and inconvenience to the teacher and the rest of the students and this, in turn, leads to disruption of the educational process in the classrooms and in the whole school learning environment.

Regarding children's performance, although many parents complain of low academic achievements experienced by their children, they are unaware of the real reasons behind their weaknesses and ways to solve them. Some parents might use non-educational and useless methods such as physical punishment to urge their children to be hard working in their studies. Unfortunately, these coercive methods cannot improve their children's conditions. On the contrary, they can provide undesirable consequences (Samer et al., 2015). Regarding secondary school students' performance, a few studies have investigated the reasons for the poor academic performances of secondary schools in the world. For instance, scholars such as Osaki (1999), Wilson (2011), and Omari (2002), cited in David (2014), have conducted research on this issue in different parts of the world. However, these studies were conducted in places that have differences in social settings and geographic locations that are different from Bor Municipal Council, Jonglei State. Therefore, this study assessed factors affecting low students' academic achievements in Bor Municipal council secondary schools. On the other hand, in the research undertaken by researchers like Osaki (1999), Wilson (2011), Omari (2002), and David (2014), most of the variables have been associated with underlying problems such as poor socio-cultural, socio-economic, School environment, Socio-political factors and many others factors that need further investigation. Therefore, it was of paramount interest in this research study which found on lack of teachers'-learners' motivation, distances to schools, lack of laboratories and libraries in the schools, learners-teachers absenteeism, lack of educators'-learners' motivation, peer influences among the students and lack of learners educational materials at home, all these variables totally made the differences between this study from other research studies. Therefore, this research was made to fill the gaps of poor performance among the students in BMC, Jonglei State, South Sudan. The researcher intended and carried out the research to identify the major factors that have been contributing to the low academic achievements of the students in Bor Municipal Secondary schools. Another reason for conducting research was that there were no research studies conducted in Bor Municipality secondary schools before the independence of South Sudan since most of the secondary schools were operating in Arabic. There were no concerns for quality education provisions for the southerners during the Arabs times in the Southern part. This was made with the intention of keeping Southerners' students behind educationally or with poor-quality education. In this regard, Bor Municipality is at the heart of the community development centre, whose learners would first have access to education and expected to have better educational quality for better development. If the learners continue with such performances, the community life in development would be doomed. The researcher carried out the study to find out what actually were the causes of such low students' academic achievements in Bor Municipality Council secondary schools and to give out recommendations to the educational authorities and actors for any actions in combating such causes of the low performances. The community secondary schools would have nothing to do with graduate students, who would have nothing to do with community positive changes in the societies and the education system that would have no meaning to the communities.

1.4. Basic Research Questions

Research questions are the questions that are to answer the research problem which is being investigated. They are questions in which a researcher should guide him/herself in the study. They are questions from which interview questions should be driven. The research questions which were to answer the research problem were as follows:

- What are the environmental-related factors that have been contributing to the low academic achievement of students in secondary schools of Bor Municipality in Jonglei State of South Sudan?
- What are the school-related factors that have been contributing to the low academic achievements of the students in secondary schools of Bor Municipality in Jonglei State of South Sudan?
- What are parents-related factors that have been contributing to the low academic achievements of students in secondary schools of Bor Municipality of Jonglei State, South Sudan?
- What are student-related factors that have been contributing to the low academic achievements of students in secondary schools of Bor Municipality of Jonglei State, South Sudan?
- What are the teachers-related factors that are contributing to the students' low academic achievements in the selected secondary schools of Bor Municipal Council of Jonglei state?

1.5. Research Objectives

This research study aimed to determine the factors responsible for the low academic achievements of secondary school students in Bor Municipality of Jonglei state in the Republic of South Sudan. More specifically, Bor Municipal Secondary School was selected for the research study. These research objectives were categorised and put into the followings:

- To identify the environmental related factors which contribute to the low academic achievements of students in secondary schools in Bor Municipality of Jonglei state.
- To explore the school-related factors that have been contributing to low academic achievements of students in Bor Municipality of Jonglei state.
- To explore parents-related factors for the low academic achievement of students in secondary schools of Bor Municipality of Jonglei State.
- To examine student-related factors that have been contributing to the low academic achievement of students in secondary schools of Bor Municipality of Jonglei State.

- To explore teacher-related factors that have been contributing to the students' low academic achievements in the selected secondary schools of Bor Municipality of Jonglei State.

1.6. Research Delimitation

The Research Study Covered One Private run School and one Government run School in Jonglei State, Bor Municipal Council. The Research study was delimited to the Learners in Form Threes and Form Fours in Secondary Schools. The scope of the study used South Sudan Certificate of Secondary Education (SSCSE) results for five years as evidence to conclude the statement of the problem of the study. This included 2012/2013, 2013/2014, 2014/2015, 2015/2016, and 2016/2017. The research study focused on the factors that contributed to the low academic achievements of the students in Bor town Municipality secondary schools. Though there are factors for the high academic performance of the students in Bor Municipal secondary schools, the study focused on environmental factors, school-related factors, Parents-related factors, student-related factors, and teacher-related factors for low academic achievements. Moreover, the study was delimited to only one government secondary school in Bor municipal council. Therefore, the conclusions that had arrived reflected only the situation in government secondary schools of Bor municipality with the indicated variables.

1.7. Research Limitations

The total number of respondents used in this study was a subset of the entire population of the target group in secondary schools of Bor Municipal Council, Jonglei state. The respondents, based on the selected samples, included:

- Learners in Form threes and Form Fours,
- Teachers in secondary schools,
- Headmasters of secondary schools,
- Parents Teachers Associations in secondary schools and
- The Secondary Schools Directors (SSD) in the state Ministry of General Education, Science and Technology (MoGEST)

The study was only based on the factors affecting the poor academic achievements of the students in secondary schools of Bor Municipal Council of Jonglei state, south Sudan. Findings in these secondary schools did not generalize to other areas outside Jonglei State and outside Bor Municipal Council secondary schools due to the limited samples selected because the results did not represent the entire population of the students, teachers, head teachers, and Parents Teachers Associations in Jonglei state secondary schools unless prevalent of any circumstances does exist. The study was only limited to 48 respondents in different secondary schools and the state Ministry of Education, Jonglei State. The researcher was not able to control the respondents' attitudes as they responded to the questions. The other major problem was the lack of enough funds allocated for the research study to cater to food, transport, medications, power sources, and the internet in the field. There was an accessibility problem to the secondary schools as evidenced by the presents of poor and few available physical infrastructures, especially rooms to conduct interviews. The available rooms were not allowed to conduct the interviews in by schools administrations since many students have nowhere to stay if their classrooms were going to be occupied by the interviewees unless the researcher conducted interviews outside and under trees where there were a lot of winds blowing, which caused audients and audio recorders to be inaudible. There were interruptions by rains which used to distort the schedules for the interviews resulting in time wastage. There was also a problem of robberies wherever you went since the gadgets used as a research tool for data collection and management were seen as valuable by the robbers, who set up a plan to take them. By all means, this was witnessed in the looting of the researcher's personal computer and other devices for data collection and management.

Despite the above problems, the researcher managed and collected data under trees in a windy environment and was able to postpone the interviews to the next days and hours during the rainy days and hours and resumed after the rains stopped to compensate for the time wastage. Since the respondents used to dodge themselves for interviews because of no payment to them, the researcher used phone calls to remind them since most of them were not willing to participate in the interviews by absenting themselves and on the lost devices for data management despite the robbery plan, the researcher made a plan in advance and kept the data in personal e-mails. After the Robbery, the researcher requested for a new computer from the sponsors and was given a new one.

1.8. Significances of the Study

This study was believed to provide evidence on the factors that were affecting students' academic achievements in secondary schools of Bor Municipality of Jonglei State, South Sudan. The study was also believed to provide evidence of the factors contributing to the low academic achievement of students. Thus, school teachers can benefit from the study results in their attempt to improve their students' performance. Moreover, the study would also allow Secondary Schools administrations to use the findings to eliminate the various factors that were barriers to students' academic achievement. It would also identify gaps that could be the base for the next study for other researchers who would conduct research in similar areas.

Because the study was believed to identify major factors affecting students' low academic performances, the Ministry of General Education in Jonglei may utilize the findings to exert its effort in eliminating those factors identified as contributing to the poor academic performances of the learners. The findings would help teachers re-examine their teaching methods to improve students' low academic Performances. The parents/guardians may use the findings to adapt any of the recommendations to benefit their children's better performances in secondary school examinations. The study findings would help the upcoming students improve their indiscipline level if they recognized that their fellow students ahead of them had bad behaviours and roles in their low academic performances in their secondary school examinations (Yator, 2003).

1.9. Conceptual Framework

According to Wilson (2013), a conceptual framework is a graphic narrative form of the main composition of the study. It simplifies the research proposal preparation task as it gives the general focus of the study. The conceptual framework can also be defined as an abstract indication of how the basic concept and constructs are expected to interact with the actual settings and experiences that form the foundation of research (Athuman, 2010) cited in Wilson (2013). The study on the determining factors for low academic achievement of the students in Bor Municipality secondary schools needs a model that focuses on the essential concepts on which data is collected and analysed based on the services delivery models.

A number of models have been developed to evaluate the idea of service delivery, particularly for teachers. Among the models used were the Stufflebeams (1971). The CIPP Model and Scheerens (2000) (cited in Nghambi, 2014) programme impact model integrate the elements of context, input, process, and output. Therefore, it is very important to develop a clear analytical framework to make a logical analysis. This study made use of the CIPP Model of evaluation. It is useful to apply educational evaluation because it has major elements of this conceptual framework, which guided the contents variables for the successful provision of educational quality.

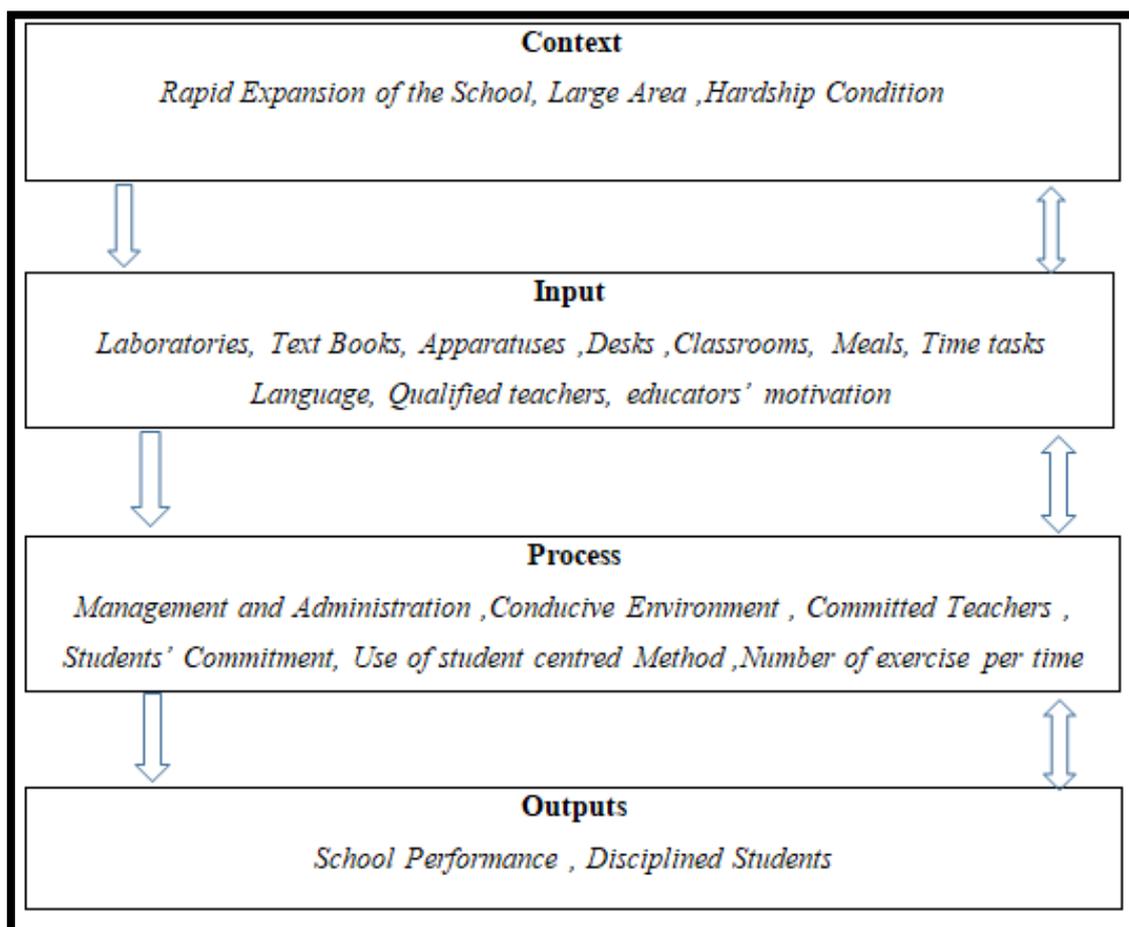


Figure 1: CIPP Education Evaluation Model

Source: Modified from Stufflebeams, (1971) Cited in Nghambi, (2014)

This conceptual framework which informed the study has been modified and adapted from Stufflebeams (1971), cited in Nghambi (2014). In this model, the acronym 'CIPP' stands for context, inputs, processes, and products or outputs. Context evaluation means identifying needs, goals, and specific objectives for the programme, which helps decision-makers define goals and priorities and judge the outcome. In this study, context evaluation enables teachers to enhance their job performance and professionalism. The researcher adapted this educational evaluation model as the guiding factor to the teachers on the learners' academic achievement from the day teacher got employed in such a school environment so that he/she should know that. There are plans for expanding the schools to a large area, and bear in mind that there are hardship conditions in the expansion of the school, so teachers should not get surprised by the changes in their roles and duties due to the rapid expansion of the school. These components get on the evaluation models whether the conditions would remain or will keep changing gradually. Every school started with hardships and expansion plans since no one wished to remain underdeveloped. In the expansion of the school, the teaching location should change, and the school workload increase.

According to Nghambi (2014), input evaluation assesses alternative approaches, competing for action plans and budgets for their feasibility and potential cost-effectiveness to meet targeted needs and achieves desired goals. CIPP educational evaluation model is the guiding principle in providing quality education to learners who wish to get a better education. Regarding the input evaluation model, it is already guided by the provision of the schools' Laboratories, Textbooks, Apparatuses, classrooms Desks, Meals, Time tasks, setting off the agreed Language of instructions, recruitment

of the qualified teachers, and provision of the educators' motivation is an indication for the provision of the better academic performances or provisions of the educational quality to the students. Therefore, absences or lack of the provisions of such services in the schools indicates poor educational plans since there is no good teaching without the provisions of such a component of the inputs evaluation model.

Process evaluation assesses the implementation of the plan to help staff carry out activities and later helps the broad group of users to judge programme performance and interpreted outcomes, examines the daily running of programmes in terms of utilization of resources identified in the input stage through good governance and good management. The process evaluation model consisted of the following as guiding principles for the provision of educational quality:

- Good management plans,
- Administrative skills,
- Conducive learning environment,
- Committed Teachers to their work,
- Students' Commitment,
- Use of student-centered Methods by the teachers,
- Number of exercises given to the learners by teachers per time

All these components are leadership roles to look into if they are being put in their places every time or not. Failure to see into these issues spelled out the poor educational outcome for the learners. All of these dealt with the proper supervision of the teachers and continual guiding of the learners' commitments to their learning (Nghambi, 2014).

Finally, product evaluation identifies and assesses outcomes intended and unintended, short and long-term, and helps staff keep an enterprise focus on achieving essential outcomes. This model was applied to the teachers to assess how they can achieve the national goals. The last educational evaluation model is the product evaluation or output educational evaluation model. According to Nghambi (2014), this model consists of two components: good school performance and disciplined students. The model depends on the three models' effectiveness. It is the last model after context input and process models. The input evaluation model may fail to achieve its objectives if the other three models fail to achieve their objectives in the application process. The model shows the outcomes of the teaching and learning process.

1.10. Definitions of Key Terms

1.10.1. Academic Performance

This refers to the learners' ability in academic studies in Bor Municipal secondary schools. It also refers to both behaviours and results and adjusting organizational behaviours and actions of work to achieve results or outcomes (Armstrong, 2006).

1.10.2. Poor Performance

This study referred to the low standards of academic achievement of the learners in Bor Municipal secondary schools. In this study, low performances /academic failure referred to weak performances of the learners in Bor Municipal Council. It is those performances that fall below the expected results. This is a performance that falls below the average scores of the students. It is a stop attempting because of the fear of committing errors (Samer, M. et al.; 2015).

1.10.3. Academic Achievements

In this research study, academic achievement refers to the learners' ability to obtain results according to their parents' expectations.

1.10.4. Educational Quality

Educational quality in this study means learners' ability to acquire knowledge and skills and apply them in community development. Learners' cognitive development is the major explicit objective of all education systems. It emphasized education's role in promoting values and attitudes of responsible citizenship and nurturing creative and emotional development (Education for All Global Monitoring Report, 2005).

1.10.5. Private School

It means a school is owned and run by individuals or Non-Governmental Organisations (NGOs) (South Sudan Education Act, (2012)).

1.10.6. Government School

It is a school owned and run by the government under community supervision. A public school is entirely owned, financed, and managed by the government.

1.10.7. Secondary School

It is a type of school that provides secondary education services after primary school. It referred to all these schools where the research was conducted.

1.10.8. Municipality

Municipality in the research study referred to Bor Municipal government administration that typically encloses no other governed municipalities, a borough city, an incorporated town, or a village.

2. Literature Review

2.1. Introduction

This chapter provided an account of the literature reviewed on the poor performance of high school learners. The purpose of the literature review was to highlight the factors that have been confirmed to contribute towards the poor performance or low academic achievement of high school learners as researched internationally and within South Africa Rammala (2009). Numerous studies link the poor academic performance of learners to socio-economic problems, poverty, and politics (Engelbrecht *et al.*, 1996). A good number of factors have been pointed out for poor pupils' academic performances. Kanyik (2000), cited in Rammala (2009), postulates that learning is a product of formal schooling, communities, families, and peers. Learning can be influenced by social-economic and social-cultural forces hence influencing learning and, consequently, pupil academic performance, Chilleya, A (2016). A range of factors affected the quality of the students' performances (Waters & Marzano, 2006). A Series of variables are to be considered while identifying the factors affecting the quality of academic success. Identifying the most contributing variables to the quality of academic performance is a very complex and challenging job. The students in public schools belong to a variety of backgrounds depending upon their demography. Keeping in view all these discussions, researchers conducted their studies to examine the effect of different factors on the students' quality of academic achievements at the secondary schools level in a metropolitan city in Pakistan, Farooq, et al., (2011, P1-14). The reviewed literature was mainly secondary sources: education policy documents, articles, and newspapers. South Sudan's perspective is not different from the international perspective since poor performances of learners at high school affect all high school learners from a poor socio-economic background. Poor performances of learners should be looked at holistically due to factors such as poverty, which has spatial, and gender dimensions. Human Development Indices (HDI) in South Africa, for different provinces, vary considerably, and Limpopo Province was found to be the worst at 0.531 and a 77.9% poverty rate (Kirov, 2002:53 as cited in Rammala, 2009). HDI is an indicator that is used to measure the basic standards of living, life expectancy, and literacy levels of the population. If the educational levels are low, then the unemployment levels will be high. For example, in the Limpopo Province, the unemployment levels are the highest (42.5%) because the educational levels are low while the province is geographically vast, with a rural population of 89%, which is predominantly Black (Statistics South Africa, 2001) cited in Rammala,(2009).

The reviewed literature revealed that factors contributing to poor performance were linked to socio-economic problems, poverty, and parents' low educational level (Rammala, 2009). The literature reviewed focused on the home environment, school environment, Parents' factors, Learners, and educators' factors. The home environment and Parents' factors identified were:

- Unpredictable home environment,
- Self-concept and self-identity,
- Parents' educational levels,
- Unemployment of parents,
- Marital status of parents,
- Availability of natural resources,
- Medical and psychological reasons,
- Communication style vs. relationship, and
- Educational resources at home

The school environment, Learners, and Educators factors identified were:

- Learners' profiles which highlighted anomalies regarding attendance of classes,
- Motivation to learn,
- Attitude towards learning,
- Substance abuse,
- The relationship between the learner and educator,
- The relationship between the educator's motivation and that of a learner,
- Sensitivity towards individual needs and differences,
- School transition, and
- Medium of instruction

All these factors were summarised and put into three subsections, as seen below.

2.2. Home Environment and Parents-related Factors That Contributed to Poor Students' Academic Achievements

The educational conditions attributed to the family need no emphasis, as there is an ever-increasing awareness of the importance of the parents' role in the progress of the educational development of their children. Family background is the most important and weighty factor in determining learners' academic performance (Adell, 2002: 91). Educationally progressive countries encourage the active interest of parents and local communities in their children's education. However, this has not been the case in South Africa. The Education of the Black learner has experienced a high Grade 12 failure rate and a high dropout resulting in a vast pool of unskilled labours (Themane, 1989:151). The researcher intuitively concurs with Themane (1989) regarding the minimal participation of parents in their children's education. Children that need assistance with their homework become frustrated and without any hope resulting in poor performance at the end of the year with barriers that prevent them from achieving the required results for university entrance Rammala, (2009)

2.2.1. Unpredictable Home Environment

Unpredictable home environment includes loss in the family through death, divorce, separation or substance abuse, Domestic quarrels by parents' results in child neglect, Research on poor academic performance conducted on African Americans (Saiduddin, 2003: 22), found that factors influencing poor academic performance were poverty, cultural differences, unstable homes, drug abuse and teenage pregnancy, African Americans learners are exposed to a similar negative environment at home as learners in South Africa also come from poor family backgrounds, The exposure of the youth to negative role models from an early age contributes not only to poor performance but also to learners dropping out, the research found that children from intact homes were less likely to repeat a school grade even when socio-economic status was removed statistically Learners from unstable families are emotionally disturbed and therefore tend to under-perform (Adell, 2002: 91). Another research in South Africa found that parents who abuse substances could not model the correct behaviour or be of any assistance, let alone motivate their children (Rammala, 2009). In contrast, it has been found that, internationally, poor academic performance is a problem that manifests itself not only in poor communities but also in countries that are classified as developed. The ability to control one's environment is directly related to self-esteem. Since African Americans had little control over their educational environment and perceived their educators' expectations of them as low, they often performed poorly. In turn, their underperformances then reinforced their negative self-image. Where such assistance does not occur due to parents being migrant workers, learners struggle to adjust to school requirements while their academic performance is being negatively affected, preventing them from achieving the required results for university entrance (Wilson & Black, 1978).

2.2.2. Medical and Psychological Reasons

According to Samer M. et al. (2015), with reference to academic failure, there are many causes related to medical and psychological reasons, such as:

2.2.2.1. Major Depression Disorder

It is common that depression is a disease caused by failing in exams, but it is more frequent that depression often precedes the exam period. Depression can cause inability and weakness in the concentration of the patient. The result of the equation becomes inverted; any depression can lead to failure. A generalized anxiety disorder can cause a situation of forgetting and weakness in concentration.

2.2.2.2. Exam Phobia

It is a case of a severe fear of the exam and the expectation of failure, which weakens educational achievement and preparation and is accompanied by being less attentive and not fully prepared for the exam.

2.2.2.3. Obsessive Compulsive Disorder

The frequent predominant ideas in the mind of the students prevent them from thinking of anything else. However, they cannot overcome them, which causes severe distress and affect their academic performance.

2.2.2.4. Attention Disorder

It is the lack of the ability to focus attention on one thing for a suitable time. It may be associated with hyperactivity disorder.

2.2.2.5. Learning Disabilities and Slow Learning

It is a functional deficit in the brain leading to a lack of capacity to acquire new knowledge, as cases in low IQ or difficulty in reading (Dyslexia) or difficulty in writing (Dysgraphia) or difficulty in mathematics (Dyscalculia), and they are investigated by special psychological measurements.

2.2.3. Self-Concept and Self-Identity

Success in school often correlates with positive self-concept and self-identity. Researchers generally indicated that African American learners are not as confident as those from other racial/ethnic groups. As a result, they have more difficulty in establishing ethnic and tribal identity and pride in their African American heritage. They feel despaired, disillusioned, alienated, frustrated, hopeless, powerless, rejected, and estranged. These are all elements of negative views of the self (Rammala, 2009).

Conditions at home help foster or block school success. Some of these conducive home conditions are:

- Close family relationships that help build positive self-concept,
- Helping children read at home,
- Parental involvement in school,
- Having high expectations for children's schooling,
- Clear rules and standards for their behaviours, thus encouraging learners to perform at a level that earns them entrance to the university (Solo, 1997)

The researcher supports this argument because, in most cases, students come from different backgrounds and mix up with students from different backgrounds and may lack confidence in him/herself, especially if they are to compete with those from better home backgrounds.

2.2.4. Parents' Low Educational Level

Diaz, a teacher and psycho-pedagogy expert in Spain who wrote a paper titled 'Personal, family and academic factors affecting low achievement in secondary school', indicates that among family factors of the greatest influence are the educational levels of parents (Castejon & Perez, 1998). The learner's perception of family support directly affects performance, while the mother's level of education does so indirectly. Those learners whose parents are not adequately literate are disadvantaged because these days' parents are required to assist their children with their assignments and projects that are supposed to be done at home. Marchesi and Martin (2002) conducted research regarding social class in Spain, and the results revealed that one's results and expectations for the future are better if one belongs to a higher social ladder. Research conducted in America equally indicated a high correlation between low school achievement and socio-economic background, where most of the researched families were classified in the lower economic brackets, with the highest poverty and unemployment rates. Education failure is legitimized by inherent inferiority, where there is a high illiteracy rate, poor hygiene, and lack of middle-class child-rearing practices, especially among parents, all of which are viewed as a manifestation of poverty (Cummins, 1994:3).

2.2.5. Unemployment Level of the Parents

Nutritional deficiencies in early childhood are associated with poor cognition in later years, where chronic deficiency of iron (leading to anaemia), zinc, and intake of vitamins are lacking, which is independent of psychosocial adversity. Feeding schemes could assist in curbing such problems since learners could eat a balanced diet at school, thus improving their academic performance (Polite, 1994), cited in Rammala (2009). Unfortunately, in this country (South Africa), feeding programmes are implemented only in primary schools, not at high schools. However, there are discussions about extending feeding schemes to high schools. Most of the parents in rural areas are single, illiterate, and unemployed (Rammala, 2009). Such parents might not be able to provide their families with a balanced meal. However, Munn's (1996) arguments about urban learners performing better than those from rural areas could be challenged since sometimes even learners who were brought up in families that can afford to provide their children with a balanced diet perform poorly, which could be due to other factors.

The unemployment rate of Limpopo Province is 42.5%. Polokwane Municipality has a 41.5% unemployment rate, which is more concentrated in rural than in urban areas. The area where the study was conducted is in ward 4 in Polokwane Municipality, which is rural and falls within the rural cluster Molepo/Maja/Chuene with the highest unemployment rate of 63.02% compared to the Moletji cluster (also rural) 54.16%, and the City/Seshego (urban) cluster is the lowest at 27.24% (Polokwane Municipality IDP 2005-2007). Given the unemployment levels of the area, malnutrition poses a threat to the performance of learners at the schools under research. The poverty levels where the schools are located affect the Grade 12 learners in such a way that they cannot attain university entrance results (Statistics South Africa, 2001) (Cited in Rammala, 2009).

2.2.6. Marital Statuses of the Parents

According to the history of research relating to the poor academic performance of learners at high schools, it is an International problem that has been linked to the low socio-economic background of learners. The marital status of being either single, married, divorced, or widow, the parents' social class in terms of their income categories of the lower, middle, or upper-income class all impact self-concept and the learning process of learners. A stigma is often attached to separation and divorce, affecting the learner's academic performance negatively (Adell, 2002:91). The uncertainty results in undue anxiety among young people. Discussion of family problems between parents and their children would reduce such uncertainty, and they would eventually adapt to the situation. It is a taboo to talk to children about reasons why their father did not marry or divorce their mother in our Black culture. The anxiety triggers emotional problems and long-term distress resulting in academic underachievement. Internal processes, such as perception, memory, motivation, attitude, level of ability, and emotions, should be considered when issues relating to learners' academic performance are being dealt with. If a learner is an orphan or his/her parent is terminally ill, the learner will have a problem coping with schoolwork, thus resulting in poor academic performance due to her/his emotional state (Karande and Kulkarni, 2005: 961-967). A lower level of concentration results in poor academic performance (Litner, 1991:24). This affects the level at which learners perform at school and prevents them from obtaining results that allow them university entrance. In contrast to some of the aforementioned research, the research conducted in Spain indicates that the most influential family components on performance are not socio-cultural or economic but rather those pertaining to the affective or psychological dimension. Although there was good academic preparation in parents, especially in mothers, a positive cultural environment, and a favourable school environment, the effective and relational variables mostly stand out as factors that influence academic performance either positively or negatively (Castejon & Perez, 1998).

2.2.7. Availability of Natural Resources

Natural resources like land and water are necessary for the sustainable livelihood of communities. However, sometimes land might be available, but water could be a limiting factor as communities still rely on rain, which is seasonal and not reliable, thus perpetuating malnutrition. Hence, aspects of the physical environment (e.g., land) have received considerable attention from psychologists as it has an influence on malnutrition which affects the growth of the child's brain, which is also linked to low intelligence in rural areas (Lloyd & Still, 1989). The researcher concurs with the findings of the study because the area under research was a rural area where access to land and water could curb the malnutrition problem through food gardens and consequently enhance learners' academic performance. Here students just depend on the market for commodities purchase which affects them from getting better food items for their well-being in their healthy growth (Rammala, 2009).

2.2.8. Communication Style vs. Relationship

The influence of a family's educational climate is defined by the amount and the style of help that learners receive from family. This is determined by elements of the family context, such as dynamic communication and relationships and attitudes towards values and expectations. Similarly, parental expectations notably influence their children's academic results, even when the socio-economic status is not that favourable. There is an indirect relationship with the performance from the learner's perception of how much importance his/her parents assign to their children's studies at home (Marchesi & Martin, 2002). Another study by June (2003) found that parents' expectations encourage their children to pursue goals with hard work, enhance self-efficacy and nurture good study habits. However, high parental expectations and unwillingness to accommodate alternatives could result in counterproductive anxiety in their children (June, 2003: 198-200). Other studies in Spain indicate that the level of family cohesion and relationships prove themselves capable of predicting performance. The parenting style (democratic, authoritarian) is also influential both in the learner's educational process and family-school relations. Research has indicated that a positive family climate favours the development of well-adapted, mature, stable, and integrated subjects, while an unfavourable family climate promotes non-adaptation, immaturity, lack of balance, and insecurity among children. Their poor concentration results in under-achievement at school (Castejon & Perez, 1998), Communication style and relationship with children at home affect academic achievement either negatively or positively. High expectations from parents and the failure of the children to accommodate the parents' demands affected their academic achievement negatively. The children would be full of stress because of the fear of being blamed for poor performances.

2.2.9. Educational Resources Available at Home

Learner's background relating to availability of educational resources at home like textbooks, electronic resources such as TV, computer, study desk and table for their own use and general academic support at home are crucial, Learners who have access to such resources are at an Advantage compared to those from poor families because they will be more informed about the latest developments around them thus assisting them to improve their performance at school While those from poor families with no resources still have to write the same examination paper, Thus, the learners' non-exposure to educational resources from poor families will affect their performance compared to those who have access to such resources, Despite the exposure to the programmes that should not be viewed by our learners, there is a lot of educational information that can be accessed through TV, Computers that are connected to the Internet would assist our learners to source information for school assignments and projects (Rammala, 2009, p.17)

2.3. School Environment, Learners, and Educator-related Factors That Contributed to Poor Students' Academic Achievements

Some factors particularly affect students in daily life in the school learning environment. Some factors are generated by the students themselves due to their ignorance and laziness, while other factors are contributed by the educators. These factors are termed school environment, learners, and educators factors. These factors included:

- Learning materials,
- Behaviours of the students with the educators, and
- Students' relationships in the schools

These factors were identified and put into the category as seen in above. These included the followings:

2.3.1. School Laboratories

According to Saiduddin (2003:2), it is a convenient scapegoat to pass the blame and responsibility for low academic performance to factors such as socio-economic status, family, culture, and the learner being less intelligent than others. Research conducted at high schools in South Dakota shows that all learners are educatable, and that how the school is managed is the most critical factor in determining the quality of education for its learners. Researchers at the Ohio State University attribute academic failure to the economic and social conditions, while administrators and educators have also developed this mindset. The study was undertaken at a high school on the Pine Ridge Reservation, South Dakota. This argument can be disputed based on the status quo of most rural schools in South Africa because how can learners perform well in chemistry, life science, and physical science without the necessary facilities (laboratory) and chemicals that are necessary for them to perform experiments? (Rammala, 2009). It is generally difficult to teach sciences students without school apparatuses for experimentation in the classrooms, which is too hard. As the researcher, I agreed with the arguments of the research outcome. No good learning should occur without good Laboratories in the school for the students' practical and sample drawing on the apparatuses.

2.3.2. Learner's Profile

The performance of learners should be investigated in line with their opportunity-to-learn indicators (learner-profiles). Indicators, such as attendance of classes, would highlight anomalies regarding his/her attendance, which might be regular or irregular. Such indicators are early signs that might determine whether learners will perform well academically or not, and remedial measures could be implemented before it is too late. Learner-profiles also indicate the positive effects of participation of learners in extra-curricular activities in Wisconsin, where learners involved in extra-curricular activities tend to improve in their performance, unlike those who are not participating (Burmester, 2005).

2.3.3. Motivation to Learner

A study in England noted many factors that influence both the rate and enjoyment of learning. Once an individual has experienced something and has stored that experience, they can refer to and use it at a later stage. As such, learning and memory are inextricably linked. The rewards and punishment levelled at learners in the past would affect their

motivations and attitudes towards learning in the present. The expectations of others and the climate which surrounds learners would determine their readiness to learn, which in turn would result in learners performing poorly academically (Mullins, 2005:39). Another study suggested that maintenance of high motivation influences psychological and social functioning and facilitates academic performance as well as positive school perceptions (Gilman & Anderman, 2006: 375-391).

2.3.4. Students' Attitudes towards Learning

Attitudes are learned throughout life and are embodied within our Socialisation process. All of us observe others and assess attitudes on the basis of communication style (verbal and nonverbal) and behaviours. This is an example of an informal approach, which is spontaneous and based on our understanding of social clues. We may be wrong in our judgment of learners who turn up late for classes and do not ask questions, but they may still hold very positive attitudes towards the subject that was being presented at that time. A negative attitude towards learning could result in learners performing poorly, preventing them from obtaining the required results for university entrance (Mullins, 2005: 365).

2.3.5. Substance Abuse

Cunningham (1994:272) found that 94% of high school learners at Pine Ridge Reservation have used alcohol. He indicated that drinking among this age group is considered 'normal', where males are twice as likely as females to drink daily, which disturbs their concentration and their level of performance at school. In South Africa, the problem of learners abusing alcohol is also an issue that needs serious attention since most rural schools are near liquor outlets. Marijuana and cigarettes are easily accessible to learners these days. It becomes even more difficult for educators to control learners who use such substances. The abuse of such substances impairs the learner's ability to learn and respond to questions relating to the learned information. Substance abuse is involved in most cases of crimes committed at schools (Rammala, 2009). Research conducted by Colorado State University (Hodgkinson, 1990) pointed out that more than a third of African American adolescents use marijuana on a regular basis, compared to only 5% of regular users among White Americans. It is assumed that crime and unbecoming behaviours at schools are the results of substance abuse. This problem is becoming a threat to our high school learners because of the accessibility of substances (alcohol, marijuana, cigarettes, and drugs).

2.3.6. Relationship between the Learner and the Educator

The research conducted in Spain by Marchesi & Martin (2002) found that the relationship between learners and educators is one of the factors that determine academic performance. Characteristics of educators are considered as key elements for the learners' personal and academic development. Hence, it is crucial that educators should be role models to be emulated by the learners. Research done by Castejon & Perez (1998) found that educators' expectations significantly influence the learner's results. The educator's assessment is mediated by two variables:

- Firstly, the greater the learner's intelligence, the better the academic results and the better reciprocal appreciation between the educator and learner,
- Secondly, family support for the study also makes the learners value their educators more highly

2.3.7. Relationship between Educators' Motivation and That of a Learner

Studies found that there is a positive relationship between the educator's motivation and that of the learner, while educator-learner relationships are also mediated by the educator's attribution of poor performance to the learner in terms of academic performance. The socio-metric status of the learner affects performance both directly and indirectly since it is influenced by intelligence (Georgiou, 2002). Some researchers argued that educator development is at the heart of long-term sustainable improvement in the South African context. Their proposal is that educators need development along three dimensions simultaneously:

- Content knowledge,
- Teaching approaches, and
- Professional attitudes (Kriek & Grayson 2009: 185-203)

2.3.8. Sensitivity to Individual Needs and Differences

For educators who want to achieve their objectives, learners' individual differences and opportunities should be taken into account to ensure that learners are given individual attention. Sensitivity to individual needs and differences is crucial to analyse the historical, psychological, and societal context where the sense of self is shaped by inherited characteristics and influenced by social environments in which the learner finds herself/himself. Most social scientists would agree that both inherited and environmental factors are important in our development, and it is how these factors interact which is a key to adult personality. However, some scientists differ with regard to the weight they place on these factors, some arguing that personality is heavily influenced by our inherited characteristics and will never change, while others believe that the personality will reverse (Mullins, 2005: 336-339).

2.3.9. School Transition

A study of Oglala Sioux in South Dakota (Bryde, 1969), cited in Rammala (2009), indicates that learners perform satisfactorily until the sixth grade. After the sixth grade, there was a decline in learner performance. This phenomenon was labelled as the 'Crossover Phenomenon', believing that early adolescence is an extremely difficult time because cultural differences become more evident during that stage of development, resulting in personality disturbances, thus blocking achievement at school (Ibid).

2.3.10. Language and Medium of Instructions

The problems in education had a long history, such as the strong campaign from way back in 1954 by the African National Congress when they challenged the Group Areas Act. The use of Afrikaans as the medium of instruction was also a serious concern in the past among Black learners. However, 16 June, 1976 represented the end of the use of Afrikaans and ushered in the new dispensation in which English became the medium of instruction for the education of a Black child. Currently, there are arguments that the mother tongue is the basis of all teachings and that it must be the medium of instruction because bilingualism cannot be set as the aim of teaching (Themane, 1989:122-177). Most Grade 12 learners are struggling to communicate in English, which could be one of the factors that put them at a disadvantage since that is the language used to respond to questions in the examination. A study conducted in India and South Africa by Sayed *et al.* (2007:111) found that similar exclusionary experiences are being felt in both countries where language is used as a critical means of exclusion. In South Africa, the exclusion is experienced in the almost blanket denial of access to mother tongue learning, while in India, children are forced to learn Hindi at the expense of their mother tongue. I agree with the argument that students go to schools but cannot speak English as the language of instruction when they go to schools with their mother tongue only.

2.3.11. Distance to the Learning Institutions

Distance from home to school is yet another cause of pupils' poor academic performance. Kanyika (2000) and Mbozi (2008) argued that when pupils travel long distances to school, there is a high possibility of such pupils reporting for school late and very tired, reducing their concentration level when learning is in progress. The vice not only contributes to such pupils missing first lessons but also makes them inattentive during lesson delivery by teachers. This later adversely affects their academic achievement. Kelly (1999) also agreed that long distances to schools affected pupil school attendance. He emphasized that by the time pupils arrived at school, they were too tired to concentrate on schoolwork. Girls were less able than boys to negotiate physical hazards, like swollen rivers or dangerous escarpment paths, which they encountered on the way to school. In Nigeria, Fatunwa (1969) found that school-home distance affected pupils' academic performance.

2.3.12. Homework Policy and Academic Performance

Copper (1989) in Germany established that schools that implemented the homework policy enhanced academic achievement, and pupils in such schools performed better in class tests. Beattie (1987) also noted that homework is not just given to learners. There are always rules regarding the amount of homework that is to be given to pupils of particular ages. Homework is manifested only if it is given in the right amounts and taken in the right spirit. It is not good to burden children with home assignments and expect them to do well in their studies. Homework should be proportionate to their age and mental ability. Berger (1991) in Finland established in his 50 studies that the time pupils spent on homework correlated with their achievements. The studies showed that pupils who had a chance to do homework achieved good academic performance in various subjects where educational instructors gave homework regularly. Similarly, Kelly and Kanyika (2000) revealed that there is a positive relationship between learning achievement and the frequency of homework. The Ministry of Education policy insists on homework being given to learners at least twice a week in all subjects (Kasanda, 2003). Some schools performed poorly because of teacher-related factors such as inadequate teacher preparation and teachers' lack of dedication to their duty. In Asia, Beattie (1987) equally discovered that homework correlates with academic performance. He stated that homework bore a positive relationship with learning outcomes provided it was relevant to the set learning objectives, regularly given in required amounts, and with clear instructions. Whenever homework was given, learners' homework books were collected and reviewed during class time, and that was used as an occasion for feedback to pupils.

2.3.13. Unequal Distribution of Facilities and Resources

According to Motala & Pampalis (2001:56), education promotes human capital as an asset with greater or lower rates of return depending on the extent and quality of education provided. South African government aims to redress the huge backlog of facilities created by apartheid's segregated schooling environment and gross inequalities in the provision of resources for the different racial groups. However, the inequalities regarding the quality of facilities and distribution of resources are still a serious problem even after celebrating fifteen years of democracy, during which the government emphasized equity. Generally, some of the factors contributing to the poor performance of learners are the lack of resources and poor facilities in most schools. However, especially in rural areas, some of the schools are dilapidated compared to those in urban areas, and the problem regarding unequal distribution of resources between provinces, rural and urban areas is still intact (Rammala, 2009).

2.3.14. Schools' Poor Learning Facilities

According to Ralenala (2003), as cited in Rammala (2009), thousands of schools still have the poor physical infrastructure, and many are dilapidated, dangerous and unfit for human habitation. There is often no water on site or sanitation. Thus, such conditions not only restrict the teaching and learning activities of the school but also threaten the health of learners and educators as well. This could influence the absenteeism of both learners and educators. Problems encountered regarding the academic performance of high school learners in the whole of South Africa also apply to Limpopo Province. There is a strong relationship between learners' performance and the quality of the facilities available to learners. Several schools do not have laboratories. The situation simply means that learners learn science by rote learning, and some of them even complete their high school education without ever having seen a beaker (Ralenala, 1993). Ralenala quoted an article in the *Sunday Times* of 27 July 2003, titled: 'Are we making progress?' where Potenza points out

that only 27% of the schools in the country have libraries. Manoshi and Mokwatedi high schools are examples of such schools where facilities are not available. For example, both schools do not have laboratories or administrative blocks, and only the principal of Manoshi has an office. Recently (2009), when the researcher visited the schools during Phase 2 investigations, the principal at Mokwatedi high school still shared a room with the administrative clerk. The room has been divided by using cupboards (Rammala, 2009).

2.3.15. Learners' and Educators' Absenteeism

Kasanda (2003), in the National Assessment Survey carried out in Zambia in 1999 and 2003, attributes poor pupil academic performance to learners' absenteeism and teachers. When pupils miss lessons, they find it very difficult to catch up with learning because they miss many concepts in different lessons, which are vital in their learning. The end result of the practice is poor academic performance when such learners are presented for national examinations. The same research study by Kasanda (2003) cited in Cheliya (2016) found that teachers' absenteeism was also identified in a survey as a factor attributing to poor academic performance. Most of the times, when pupils in classes are left without teachers, the teachers are found gone for their salaries. In some cases, a teacher would go away for a week without attending to his or her learners. Consequently, such teachers may fail to catch up with time, and in the end, syllabus coverage in their respective subjects is highly affected.

3. Research Methodology and Design

3.1. Introduction

This chapter presented the research method and design employed to collect data and the steps followed in the collection of research evidence on the factors contributing to the students' low academic performances in secondary schools of Bor town Municipality Council, Jonglei State. This was followed by the target population of the study, data collection techniques, data analysis techniques, instruments for data collection, sample size, source of data collection, data collection procedures, validity and reliability, and finally, ethical considerations. In this section, the researcher first introduces the research methodology to give an overall overview of the study's methodological context.

3.2. Research Methodology

There are two paradigms that determine the direction of the research project, from its design commencement to the last steps of the writing of the research report. These paradigms are qualitative and quantitative research approaches, Rammala (2009). The researcher used a qualitative approach due to its suitability in social research, which was carried out in the subject's natural setting (Devos, 2001), cited in Rammala (2009). Qualitative research is a type of primary data research in which the researcher collects first-hand information obtained directly from the participants (Miles & Huberman, 1994:10) cited in Rammala (2009). In this study, data were collected from form four and form three learners, secondary school teachers, parents-teachers associations, directors from the directorate of secondary schools in the state Ministry of education, Jonglei state, and the secondary school principals. The research study investigated the environment, school environment, parents, learners, and teacher-related factors that were affecting students' academic achievements in secondary schools of Bor municipality council. Field research is an indication that qualitative research is undertaken within the habitat of the actors and is closely related to the term 'naturalist' as it is employed in the field of biology (Neumann, 2006: 35), cited in Rammala (2009). The paradigm uses an inductive form of reasoning rather than a deductive one, thus developing concepts, insights, and understanding from patterns in the data (De Vos, 2001:242) cited in Rammala (2009). The basic characteristics of qualitative research are such:

- It is undertaken within the habitat of the participants,
- It relies on the spoken words of participants rather than on books,
- It is a meaningful way of collecting human experiences,
- Its qualitative research design keeps on changing as new data and additional sources become available (Miles & Huberman, 1994; as cited in Rammala, 2009)

3.3. Research Design

Research design is a basic plan that guides a researcher in collecting, analysing, and interpreting observed facts (Devos, 2001) cited in Wilson (2013). This study used a descriptive design approach due to its suitability in social research that can be done in the subjects' natural settings. This design was preferred because of its strengths in interpreting conditions, practices, beliefs, views, perceptions, and effects that exist in the real world (Silverman, 2001) cited in Wilson (2013). The research design for this study was both descriptive and diagnostic research because it was concerned with describing the characteristics of a particular individual or a group. On the other hand, diagnostic research studies determine the frequency with which something occurs or its association with something else. This design helped the researcher to get relevant data to achieve the objectives. According to Salaria (2012:1), descriptive survey is a 'method of research which concerns itself with the present phenomena in terms of conditions, practices, beliefs, processes, relationships or trends'. Similarly, Aggarwal (2008), as cited in Salaria (2012:1), posits that 'descriptive research is devoted to the gathering of information about prevailing conditions or situation for the purpose of description and interpretation' in ways that not simply amass and tabulate information but also include 'proper analysis, interpretation, comparisons, identification of trends and relationships'.

3.4. Data Collection Procedure

According to Kombo and Tromp (2006), as cited in Simuchimba (2016), data collection refers to gathering specific information to prove or refute some facts. A researcher's choice of data collection procedure was guided by a clear understanding of what they hope to obtain and how they hope to obtain it. In this study, the following procedures were taken: Firstly, an approval letter from the researcher was presented to the school's administration, to the Teachers' Boards in the schools, to the parents, and to the students who were involved in the data collection process, ahead of the time after the researcher applied for permission from the State Ministry of General Education, Child and Religious welfare, Jonglei State.

The approval was done by the Director General of the state Ministry of Education, Jongle, by instructing all the secondary schools to grant permission as required by the researcher.

In this regard, Margaret, and Yator (2003), in their study, applied for a permit to carry out research in Kabartonjo division of Baringo district from the office of the president.

After obtaining a permit, and introduction letters from Baringo district and Kabartonjo divisional education offices to the schools where the research was conducted, she visited the participating schools to introduce, familiarize and inform the head teachers about the study and to confirm their cooperation. In this study, the researcher made a first visit to the secondary schools and the directorate of secondary schools and made an appointment with the concerned respondents. Finally, the research instruments were administered according to the agreed time schedule.

3.5. Sources of Data Collection

Both primary and secondary data were collected. Primary source data were collected from the participants or respondents, such as students, school administration, parents, learners, teachers, and the directors in the directorate of secondary schools in the state Ministry of Education, Jonglei State. The research study was unobtrusive and respected ethical issues of privacy, confidentiality, anonymity, non-traceability, and leaving people alone. Secondary data were collected from:

- Teachers' schemes of works,
- Teachers' lesson plans and students' attendance records books,
- Daily check-in book for the directors in the directorate of secondary schools in the state Ministry of education, and
- South Sudan Certificate of Secondary Education (SSCSE) students' results from 2012-2017

3.6. Data Collection Instruments

Data collection instruments were the tools that the researcher used to collect the data from the respondents in the field (Rammala, 2009). The instruments used for data collection in the field were:

- Structured respondents interviews guides,
- Focus group discussions interviews guides,
- Key informant interviews guides,
- Observations and documentary review guides

The application of more than one instrument in data collection was useful because it provided checks and balances and avoided shortfalls in data collection from the interviewees (Ibid). These instruments were put under different categories and discussions, as seen below:

3.6.1. Documentary Review

The use of secondary data has got some advantages to the research study as seen using secondary data as having many attractions. In this regard, many scholars, e.g., Vignoles (2007), Smith (2008, 2011, 2012), Long-Sutehall *et al.* (2010), Mueler and Hart (2010), York (2011), Gorard (2013), Johnson (2014), Morrow *et al.*, (2014), Mostafa (2016), cited in Cohen *et al.*, (2018) noted that the scale, scope and amount of the data are usually much larger and more representative than a single researcher could gather, and the large scale and scope data could be analysed at the level of complexity not available to smaller-scale research, secondary data provide materials for useful descriptive analysis and the range of topics available is vast, data come from different sources and can be combined to yield a robust analysis. Documents under review were teachers' schemes of work, lesson plans, teachers' attendance records book, learners' daily attendance book, the daily check-in records book from secondary school directorate (SSD), and the students' previous National secondary school examination results from 2012 to 2017.

3.6.2. Focused Group Discussions Interviews

Mulwa (2008), on the selected data collection instrument, defined a focus group discussion interview as a small group discussion of about 6 to 12 people. It is made up of selected representatives of a larger group or community. It is mainly said to be an efficient technique for qualitative data collection since the amount and range of data increased by collecting from several people simultaneously. The method is relatively inexpensive and flexible and can be set up quickly. It is fairly easy to assess the extent to which there is a consistent and shared view (Ibid). Focus group discussions usually consisted of six to ten subjects (people) led by a moderator (chrzanowska (2002), cited in Svend, Brinkmann *et al.*, (2015). Focus group discussions are forms of group interviews in which reliance is placed on the interaction within the group, which discusses a topic which is supplied by the researcher, yielding a collective rather than an individual's view (Morgan, 1988,) cited in Louis Cohen *et al.* (2018). The respondents who were involved in the focused group discussion interviews were teachers, parents, and students in the secondary schools of Bor Municipal council. Each focused group discussion interview consisted of four to six (4-6) members among the respondents. Each focused group discussion interview among the learners consisted of 6 members. Each school has 12 selected members, consisting of four (4) focused group discussion

interviews for the learners and the PTA members. Two (2) focused group discussion interviews were conducted in the two selected schools. Two (2) focused group discussion interviews were on the teachers' side. Therefore, eight (8) focused group discussion interviews were conducted in all the selected secondary schools. The researcher used audio recorders and notes taking techniques as a means of supporting audio recorders in the field in case the recording system was not going to work properly in order to avoid interruptions and loss of data by any means.

3.6.3. Observations

Observation is more of just looking. It is looking (often systematically) and noting systematically (always) people, events, behaviours, settings, artifacts, routines, and so on (Marshall & Rossman, 1995; Simpson & Tuson, 2003, cited in Louis Cohen et al., 2018). Observation as an instrument of data collection has got some advantages to research studies. The distinct feature of observation as a research process is that it allows an investigator to gather 'live' data from naturally occurring social situations. The researcher can look directly at what is taking place in the situ rather than relying on second-hand account use of immediate awareness, or direct recognition, as a principle mode of research and thus has the potential to yield more valid or authentic data than would otherwise be the case with mediated awareness or inferential method (Cohen et al., 2018). During the observational period, the researcher focused on the students' and teachers' arrival times in the schools, school starting times, teachers' lesson presentations in the classrooms, teachers' teaching methodologies, and students' behaviours in the school learning environment. On this point, there were seven (7) observational cases of poor learning behaviours among the learners in the school learning environment. Finally, the observation also covered learning structures in the school's environment. The tool used for data collection during the observation was notes taking and visual photo taking in the process since it was overt observation to the participants.

3.6.4. Interviews

Key informants' face-to-face interviews were done with the secondary school head teachers and the Secondary school directors in the secondary school directorate. Regarding interviews, Kvale (1996:14) remarked interview is 'an interchange of views between two or more people on a topic of mutual interest, see the centrality of human interaction for knowledge production, and emphasize the social situatedness of research data'. The uses of interviews in the research are more important than the data collected. Oppenheim (1992), cited in Cohen et al. (2018), suggests that interviews have higher response rates than questionnaires because respondents become more involved and hence, motivated. They enable more to be said about the research than is usually mentioned in a sealed letter to a questionnaire. They are better than questionnaires for handling more difficult and open-ended questions. The respondents who were involved in face-to-face interviews were the secondary school principals (2) and the directors (2) in the directorate of secondary schools from the state ministry of education. Therefore, there were four (4) key informants interviews carried out during the data collection process. The researcher used Audio tape recorders as the tools for obtaining the data from the respondents. Secondly, note-taking was also used to support the audio tape recorder in case the device did not work during the data collection process or data were lost due to mechanical problems from the devices.

3.7. Target Population of the Study

Best and Kahn(1998), cited in Margaret (2003), defined population as any group of individuals with one or more common characteristics that are of interest to all the researchers. Mugenda (1999), as cited in Yator (2003), defines population as an entire group of individuals, events, or objects having a common observable characteristic. However, a target population, according to Brinker (1988) in Yator (2003), is a large population from which a sample population is to be selected. According to Yator Margaret (2003), the target population is the population to which a researcher wants to generalize the results of the study. Population refers to an aggregate of people or things a researcher has in mind from which one can obtain information and draw conclusions (Franken & Wallen, 2000; cited in David, 2014). A population targeted for a specific study shares a number of common features. In this study, the target population was limited to:

- Students to secondary schools of Bor municipality in form four and form three, respectively,
- Teachers who are currently teaching in secondary schools, both in government and private schools,
- Parents who normally act as school governing bodies who always assist in school planning and school management,
- Headteachers of the two secondary schools of Bor municipality of Jonglei state, and
- The Directors in the directorate of secondary schools in the State Ministry of general education, Jonglei State

3.8. Subjects of the Study

The subjects of the study in this research project were the students from Bor Town Municipality secondary schools as said to be Malek Secondary and Alliance High School Secondary schools. The students were:

The current students in form four and form three, respectively,

- Parents Teachers Associations (PTAs) who were involved in the secondary schools' plans and management,
- Headteachers,
- Teachers who were teaching in secondary schools, and
- The secondary schools' directors in Jonglei State Ministry of General Education, Science and Technology (MoGEST)

3.9. Sample and Sampling Procedures

Best and Kahn (1998), cited in Yator (2003), defined samples as a small proportion of the population selected for observation and data analysis. Therefore, each member or case in the sample is usually referred to as a 'subject' or the

'Respondents' or interviewee' interchangeably. On the other hand, sampling, according to Best and Kahn (1998), cited in Margaret (2003), defined sampling as a deliberate rather than a haphazard method of selecting a subject for observation to enable scientists to infer conclusions about a population of interest from the observed characteristics of a relatively small number of cases. Sampling techniques are classified into two types: Probability and non-probability sampling. In this study, both probability (simple random) and non-probability (purposive) sampling methods were used. According to Cargan (2007), cited in Simuchimba (2016), the main aims of sampling procedures are ...to produce a group that is representative of the population to be able to make generalizations about the population. Patton (1990), as cited in Simuchimba (2016), says that the logic and power of purposive sampling lies in selecting information-rich cases for in-depth to be included in the sample on the basis of their judgment of their typicality. On probability samples, the selectivity which was built into anon-probability samples drives the researcher to target a particular group, in the full knowledge that does not represent the wider population. It simply represents itself. This is frequently the case in small samples or small-scale research, for example, one or two schools (Louis Cohen et al., 2018). In Purposive sampling, often (but by no means exclusively) a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought. Purposive sampling is undertaken for several kinds of research (Tddlier & Yu, 2007), cited in Louis Cohen et al., (2018), including:

- To achieve representativeness,
- To enable comparisons to be made,
- To focus on specific, unique issues or cases,
- To generate theory through the gradual accumulation of data from different data sources

3.10. Sample Size

Sample size refers to the total number of respondents selected within the target populations to represent the target populations of the study to generalize the results of the research study. There was a total of 48 Participants as a Sample size in this study. The study sample size included:

- 2 (4.16%) Secondary Schools Directors (SSD),
- 2 (4.16%) heads Teachers of secondary schools,
- 12 (25%) Secondary School teachers,
- 8 (16.66%) PTAs members, and
- 24 (50%) were students from the sampled secondary schools

All the participants were selected in the sampled secondary schools in Bor town Municipality, Jonglei State, South Sudan. There were more males than females in the study. Most of the respondents were males, except for the secondary students and PTA members, where there were males and females in the selections.

3.11. Methods of Data Analysis

Data analysis is a process that involves editing, classifying, and tabulating the collected data (Kothari, 2004), cited in Nghambi (2015). It is a process that involves continual reflection on the data, coding the material into categories, and finally, interpreting the data to understand meanings and patterns (Wilson, 2013). In this study, the researcher employed qualitative data analysis techniques. Data collected were edited, coded, summarized, and analysed by using an Excel Spreadsheet in conformity with the objectives of the study and used content analysis as the traditional method of qualitative data analysis techniques. According to Glaser & Laudal (2013), qualitative contents analysis defines it as a strict and systematic set of procedures for the rigorous analysis, examination, replication, inference, and verification of the content of the written data. Descriptive statistics such as frequencies and percentages were used to analyse the demographic characteristics of respondents. Qualitative data collected from the field were recorded, tabulated, and described according to the objectives of the study. Since the study was qualitative, the data gathered were analysed by coding emerging themes. The researcher developed codes as key concepts and ideas were identified within the textual data that was related to the phenomenon under study. Coding is the ascription of a category label to a piece of data, decided in advance or in response to the data that have been collected (Louis Cohen et al., 2018, p.668). Documentary data analysis was used in the research study, and all information obtained from secondary sources used documentary data analysis.

3.12. Validity and Reliability

Validity is an essential key to effective research. If a piece of research is invalid, then it is worthless. Addressing validity concerns the nature of what is valid, what validity means, how to know if one has achieved an acceptable level of validity, how to address validity in research terms, and how validity enters design, inferences, and conclusions (Cohen et al., 2018). Other definitions stated that Validity is the extent to which interpretations of the data are warranted by the theories and evidence used (Ary et al., 2002, cited in Cohen et al., 2018). Reliability is essentially an umbrella term for dependability, consistency, and replicability over time, over instruments, and over a group of respondents. Reliability is concerned with precision and accuracy (Cohen et al., 2018, p.268). The validity and reliability of the instruments were reflected in the items that were structured in simple English language, which the respondents found easier to understand and internalize (Margaret, 2003). There were audio tape recorders and notes taking to back up the information in case one type of tool failed to work on the process, the other one should work better without discontinuation of the work. This audio recorder has been played several times to get clear information in the audio to avoid wrong interpretations of the data. To ensure the validity and reliability of the instruments, the triangulation method of data collection (interviews, focused group discussions, observations, and documentary review) was employed (Nghambi, 2014). This was done to ensure that the information collected was valid by counter-checking contradictory information. The supervisor reviewed

and corrected the instruments to examine if they were relevant for collecting the required data. The aim of this review was to check the effectiveness of the instruments in tapping the required information for the study.

3.13. Ethical Issues

Ethical issues are cardinal in the research world and should be observed fully when one is carrying out a research. Ethical issues in the research were connected with beliefs and principles about what is right and what is wrong (Cheliya, 2016). While conducting this research, the researcher observed a number of ethical issues regarded in the research before the commencement of the study. A research clearance letter was obtained from Oslomet-Oslo Metropolitan University, which introduced the researcher to the state Ministry of General Education, Science and technology through the office of the Director General for permission to conduct the research in the selected area. After the written introductory letter and before the commencement of the research, the researcher first met and sought permission from Director General (DG) of the State Ministry of Education (MoE), Jonglei State, and from the responsible officers in the Directorate of Secondary Schools (DSS) and from the head teachers of secondary schools to allow an entry into their premises and conduct the research. After getting permission, the researcher explained the kind of study he was carrying out and why he had picked on such places and not others. The researcher also informed all the participants that the information that was being collected was for educational purposes and that confidentiality of the information would be maintained at all times. This was evidenced in the manner in which the respondents' guides were designed. There was total anonymity, as no names were required while giving out the information. Participants' rights during the research process were exposed to them or rather made known. The researcher informed respondents that they were at liberty to withdraw from participation in the study whenever they felt uncomfortable and could come back and continue as research respondents. In compliance with the above withdrawal right of participation, the researcher made it clear that an informed consent was not going to be presented and signed since it was agreed upon verbally. Written informed consent is not always good since it scares away the respondents that the information may leak out, and they will be held accountable by senior management if something goes wrong, and their participation is purely voluntary.

4. Data Presentation and Analysis

4.1. Introduction

This chapter contained the demographic and geographical characteristics of the respondents, the presentation of data collected from the respondents, and the process of its analysis. The data were presented in five themes, based on the effect of environmental related factors, the effect of school environment-related factors, the effect of Parents' home-related factors, the effect of the student-related factors, and the effect of the teacher-related factors on the low academic achievement of the students in the secondary schools of Bor Municipal Council, Jonglei state, South Sudan. Before the qualitative data presentations, the researcher described the demographic and geographical characteristic of the respondents and summarized the characteristics of respondents with respect to their numbers, genders and ages, educational qualifications of both parents and teachers who were involved as respondents of the research study, and teachers' teaching experiences under their themes. The data analysis process involved classification, tabulation, continual reflection about the data, coding of the respondents into categories, and finally, interpreting the data for easy understanding of their meanings and patterns. The qualitative data analysis techniques which were employed were:

- Editing,
- Coding,
- Summarizing,
- Analysing data using Excel Spreadsheet tables in conformity with the objectives of the research study and
- Using content analysis as the traditional method of qualitative data analysis involving descriptive statistics such as frequencies and percentages in the analysis of the demographics and characteristics of respondents

Qualitative data collected from the field were recorded, tabulated, described according to the objectives of the study, and analysed using coding of immersing themes. The researcher developed codes as key concepts and ideas were identified within the textual data. Documentary data analysis was also used in the research study. All the information obtained from secondary sources were analysed using documentary data analysis using Content analysis. Content analysis is simply defined as the process of summarizing and reporting written data with the main contents of data and their messages.

4.2. Demographic and Geographic Characteristics

The study was carried out in Bor town of Jonglei state, South Sudan. Bor town is located in the Northern part of South Sudan. It falls along the River Nile after Mongala and Terekeka counties of Central Equatoria State. It is 197 Kilometres away from Juba, South Sudan Capital. The State is mainly comprised of one community after the creation of 32 states of South Sudan. This community is referred to as 'DINKA BOR' by people, and its lands as 'BOR'. The community shares common features as its main identity with common cultural features. The community speaks the same language though there are slight differences in pronunciations. The community is commonly divided into three sub-divisions: 'Dukeen' (Nyarwuong and Hool), Twic, and Athooch-Gook, respectively. The research study was carried out in Bor Town Municipal Council of Jonglei State, South Sudan. Jonglei state is one of the ten states of South Sudan, with its headquarters in Bor town. Formerly, it was one of the biggest towns in the Upper Nile Region after Malakal and Bentiu before the division of the country into ten states in 2005 after the signing of the Comprehensive Peace Agreement (CPA). Jonglei State Formerly consisted of 11 counties before the creation of 32 states of South Sudan after the 2013 civil war. The State formerly consisted of six different (6) ethnic diversities. These six ethnic diversities include:

- Dinka Bor/Dinka Ataar (Ngok Dinka) on the Sobat River,
- Nuer,
- Anyuak,
- Murle,
- Jieh, and
- Kachipo

The research study was carried out in Bor County, one of the 11 counties with its headquarters in Bor town. Bor County comprises Six Payams Formerly, e.g., Baidit Payam, Jalle Payam, Makuach Payam, Anyidi Payam, Kolnyang Payam, and Mading Payam, which is the headquarter of Bor Municipal Council in which the research study was carried out.

4.3. Characteristics of Respondents

The table below represents the summary and the characteristics of the Teachers, School Principals, PTA members, and Secondary School Directors (SSD) in the State Ministry of Education by their numbers, ages, and genders as the respondents involved in the study.

Descriptions:

- N= Number of Respondents,
- NMT= Number of Male Teachers,
- NFT= Number of Female Teachers,
- NFSP= Number of Female School Principals
- NMSP= Number of Male School Principals
- NFPTA= Number of Female PTA Members,
- NMPTA= Number of Male PTA Members
- NMSSD= Number of Male Secondary School Directors,
- NFSSD= Number of Female Secondary Schools Directors.

Respondents Category	Age category	Gender					
		Male		Female		Total	
		Nm	%	Nf	%	N (M+F)	% (M&F)
Teachers (N)	18-27	2	16.7%	0	0	2+0	16.7
	28-37	5	41.6%	0	0	5+0	41.6%
	38-47	3	25%	0	0	3+0	25%
	48-57	2	16.7%	0	0	2+0	16.6%
	Above 57	0	0%	0	0	0+0	0%
	Total	12	100%	0	0	12	100%
School Principals	18-27	0	0%	0	0%	0+0	0%
	28-37	1	50%	0	0%	1+0	50%
	38-47	1	50%	0	0%	1+0	50%
	48-57	0	0%	0	0%	0+0	0%
	Above 57	0	0%	0	0%	0+0	0%
	Total	2	100%	0	0%	2	100%
PTA	18-27	0	0%	0	0%	0+0	0%
	28-37	2	25%	0	0%	2+0	25%
	38-47	2	25%	0	0%	2+0	25%
	48-57	0	0%	0	0%	0+0	0%
	Above 57	3	37.5	1	12.5	3+1	50%
	Total	7	87.5%	1	12.5%	8	100%
SSD	35-39	1	50%	0	0%	1+0	50%
	39-43	0	0%	0	0%	0+0	0%
	43 Above	1	50%	0	0%	1+0	50%
	Total	2	100%	0	0%	2	100%

Table 1: Represented Teachers, PTA, School Principals and Secondary School Directors
Source (Field Data, 2019)

The above table shows the characteristic of Teachers, School principals, Secondary School Directors (SSD), and PTA members by their numbers, ages, and genders. Out of the 24 respondents in various secondary schools, the total number of teachers represented 12 (50%), PTA members represented 8 (33.33%), school principals represented 2 (8.33%), and Secondary School Directors represented 2 (8.33%). There was only 1 (4.17%) female among the PTA members in the population of the study. This means that majority of the respondents (95.83%) were males. The reasons for the absence of enough proportion of female respondents were not clear but based on individual ideas. Since most of the ladies were not concerned with the schools' administration due to their low educational level, which does not qualify them to be teaching in secondary schools or holding administrative positions in the schools, ladies were not aware of their roles in promoting their children's education through their participation in the school activities. Furthermore, from the

researcher's view on this point, a few educated ladies got employed in other sectors with high pay jobs, neglecting teaching and participation in schools activities, and finally, due to the absence of time for their participation and lack of permissions from their families since women are put under restriction by their husbands.

N= Number of learners involved in the study,

NML= Number of Male Learners in the study,

NFL= Number of Female Learners in the study

Age Category	Gender					
	Male		Female		Total	
	Nm	%	Nf	%	N (M+F)	% (M&F)
Below 15	0	0%	0	0%	0+0	0%+0%
15-16	0	0%	0	0%	0+0	0%+0%
17-18	4	16.7%	1	4.16%	4+1	16.7%+4.16%
19-20	5	20.83%	2	8.33%	5+2	20.83%+8.33%
21-22	3	12.5%	3	12.5%	3+3	12.5%+12.5%
Above 22	5	20.83%	1	4.16%	5+1	20.83%+4.16%
Total (NM)	17	70.86%	7	29.15%	24	100%

Table 2: Represented Characteristics of the Learners by Their Numbers, Ages, and Genders Category Descriptions (Field Source Data, 2019)

The above table shows the students' characteristics based on their numbers, ages, and genders. According to the samples drawn from the students' population in secondary schools in different classes, it has been found out that female students represented 29.15% of the total population, and male students represented 70.86% of the population. It means there were more male students than female students in the study. The great differences in learners' genders have been based on the traditional concepts of sending boys to schools in larger numbers than the number of girls who are always denied access to education by their parents due to their cultural practices like earlier and forceful marriages due to their high demand for high pay dowry from wealth owners who wish to marry. Furthermore, from the researcher's point of view, the differences might also be seen from the socio-economic status of the communities. Communities with less socio-economic status, rather than sending their girls to schools, send them to the cattle camps because they consider sending girls to schools more expensive and a waste of time. Therefore, in this regard, only a few parents know the importance of girl-child education and have the chance to send their daughters to schools though it is more expensive to pay for their daughters' educational support. This is the reason why the total number of boys is more than the total number of girls in secondary schools.

Descriptions:

N = Number of the parents

NPPB= Number of Parents with Primary school certificates and below,

NPS = Number of Parents with Secondary School Certificates,

NPD= Number of Parents with Diploma,

NPBD = Number of Parents with Bachelor Degrees

Qualifications	Frequency	Percentage (%)	Valid Number
Primary schools certificate and below	5	62.5%	5
Secondary school	0	0%	0
Diploma	1	12.5%	1
Bachelor Degree	2	25%	2
Total	8	100%	8

Table 3: Represented Parents' Educational Characteristics and Qualifications (Field Source Data, 2019)

- NPPB = 5
- NPS = 0
- NPD = 1
- NPBD = 2
- Total Number = 8

Since objective three of the research study was to identify the parents' related factors on the students' low academic achievements, the table above represented the educational level and the educational qualifications of the parents who were involved during the focused group discussions interviews. The table shows the educational qualification level of the parents with a diploma at 12.5% and a Bachelor's degree at 25%, while the common qualifications show Primary school certificates and below at 62.5% and secondary qualifications at 0%. It meant that there were many parents with a primary school education level and below. Therefore, the data represented in the table show that most of the PTA members were not educated enough. In conclusion, these parents with low educational levels were not involved in their

children's school activities plans. Furthermore, these parents with low educational levels could not help their children do their homework assignments because their children were educated enough compared to them (parents). In conclusion, these parents do not know the importance of participating in their children's school activities plans.

4.4. Environmental-related Factors Affecting Students' Academic Achievements

Environmental-related factors are found within the school premises or outside the school premises and are connected to the learners' academic progress in their studies.

- Objective One

To identify the environmental factors that contributed to the low academic achievements of students in the secondary schools in Bor Municipality, Jonglei State.

Objective one of the research studies was to identify the environmental factors affecting students' academic achievements in secondary schools. The followings were the environmental-related factors identified as affecting the students' academic achievements in secondary schools and were narrated before their presentation. These environmental factors included:

- Poor learning structures/facilities available in the schools,
- Long distance being travelled by the students from homes to schools, and
- The overcrowding of the students in the classrooms

All these factors were identified as hindering factors to the students' academic performance in secondary school. If these factors remain as they are without a plan to eliminate them, then the future of the students' academic achievement will remain poor in Bor Municipal Council of Jonglei state. In this section, responses were organized and grouped into sub-themes in relation to the research objective.

4.4.1. Poor Learning Facilities (Infrastructure) in the Learning Institutions

Learning facilities include places where students gather to attend to their learning in the presence of the teachers. Without the centre for gathering, learning cannot happen since students and teachers would be scattered in their different localities.

In order to give an answer to this basic question, the researcher carried out focused group discussions with the students in the secondary schools of Bor Municipal Council (Students 8 and 7 in secondary school A and students 11, 10, and 13 in secondary school B Responses). According to the responses got from the students during their focused group discussion interviews, their responses revealed that most of the classrooms were not favourable for students' better learning. The discussion also revealed that some classrooms leak during the rainy seasons, have no power, and are inhabited by bats with bad smells.

In the face-to-face interviews with secondary school directors in the State Ministry of Education, Science, and Technology (MoEST) on the environmental factors affecting students' academic achievement, Director 1 responded:

The school and the Ministry of education have poor infrastructural structures. Some classrooms have been turned into offices for the state ministry of education, buildings were built during the British time, and there have been no renovations, no power in, they are leaking, and a bat stays in, making bad odours to stay in for a long time.

To add to my personal observation carried on the environment of the learning facilities in secondary schools of Bor Municipal Council, the observational data in secondary school A revealed that the structures were not fitting for proper studies. There was no power installed in the rooms, which made it difficult to stay on concrete without power in the dry season, the facilities were also inhabited by bats, and in that environment, some students lived in dormitories. In school B, the structures were also in bad condition, made out of the iron sheet with local timbers and no power, which made it very hot on the hot days. Therefore, from the data presented above, the researcher learned that the school infrastructures were inappropriate for teaching and learning. Therefore, the students' academic achievements were poor due to poor learning facilities in secondary schools since they were not favourable for learners' concentration for better learning.

4.4.2. Distance from Homes to the Learning Institutions

During the interviews with the students in secondary schools, this section presented the distance being travelled by the students from home to school as one of the environmental factors for the students' low academic achievement in secondary schools.

The respondents during the focused group discussion in the secondary schools of Bor Municipal Council concerning the environmental factors affecting students' low academic performances were: teachers 7 and 3 in secondary school A and students 8, 9, 2, and 11 in the secondary school B, and Director 2 from the state ministry of education. Their responses disclosed that there was a far distance being travelled from homes to schools which hindered their frequent movement, and there were no means of transport due to the lack of money to pay 'Bodabodas' services to arrive at school earlier. The interviews confirmed the long distance being travelled (3 kilometres) to and from every day. The responses also discovered that the distance being travelled was more than 2 hours when it rained at any time. With the researcher's own judgement on the distance as witnessed in the observational data, during school starting hours, most of the students and teachers do arrive late in the schools at around 9:00 to 10:00 Am, instead of arriving earlier to start the lesson. Both schools and the Ministry of Education are located far away from the communities. In schools located in the town, all the students, including teachers and the directors, come from far places. Most of the students come from Langbaar, Lengguet, Molou, and Gakyuom, which are far away from town. It takes a long to arrive at schools from all these places. Therefore,

the research finding revealed that students' academic performances were low due to the far distances being travelled by both students and the teachers coming to the schools. Most of the learners do arrive at the schools after the first lesson is gone, hence, leading to low coverage of the syllabuses by the students, and the national examination board covers all syllabuses of secondary schools in the examinations. Some students and teachers do not finish their syllabuses due to too much time wasted.

4.4.3. Overcrowding of Students in the Classrooms in Secondary Schools

Overcrowding here refers to the high number of students being taught in the classroom by the educator. It is referred to not less than 50 students taught in a classroom by the teacher. The normal classroom size always ranges from 45-50 students. This is always treated as an environmental factor that would also hinder learners' performances if not well-treated in the school.

The interview responses from the respondents in the secondary schools of Bor Municipal Council on the environmental factors that lower students' academic performances were interpreted as PTA 3,4 and 7 in school B and PTA 1,2 and 5 in secondary school A.

The group discussion interviews confirmed that too large a number of students being taught in one classroom during the school learning hours due to less number of classrooms and the fewer number of teachers. This makes the teacher-student ratio to be high ranging from 1: 60 and above. The interviews also confirmed that there was nothing to construct more classrooms and hire more qualified teachers in the schools, which resorted to putting many students in one classroom, hence overcrowding the classrooms. Teachers 1, 5, and 7 in secondary School B and teachers 8, 9, and 10 in secondary school A, during the group discussion interviews, disclosed that there were a large number of students being taught in a classroom, and it is difficult to mark their exercise books if one is teaching mathematics or English language. Moreover, regarding environmental factors affecting their academic achievement, student 2 in secondary school B responded:

Our classrooms are always overcrowded, i.e., there are too many students attending in one classroom, making teachers just teach us without asking questions to explore the extent to which we understand the subject matter or increase our understanding.

To add to the respondents' views on classroom overcrowdedness, the researcher's observational data on the classroom arrangement showed that the teacher-student ratio was too high, ranging from 60 to 90, especially while teaching the combining subjects like mathematics and English language. This made students avoid asking questions or responding to the teachers' questions. Moreover, due to overcrowdedness, classroom teachers fail to address every learner's needs. Therefore, from the above discussions made with the respondents, the research findings revealed that students' academic achievements were low because students were taught in large numbers, and as a result, teachers did not put their attention to students with different learning needs.

4.4.4. Physical Locations of Secondary Schools

Physical location refers to the site of the school's operations in Bor Municipality Council. Locations affect learners in their daily life plans in the school's environment. There are locations that affect both negatively and positively the school's operations. The data below is based on the focused group discussion interviews with the respondents in the secondary schools of Bor Municipal Council at the school location. The responses of students 3, 6, 9, and 11 in secondary school A confirmed that the school was located in a noisy environment since the Ministry of education and the school is located near the market, making it difficult for students to concentrate in the classrooms. The discussion also disclosed that schools do not have fences, so everyone moving around passes through the school compound during school time. Moreover, the police station is next to the Ministry of Education and thus making the school learning environment noisy and disturbing.

Similarly, during focused group discussion interviews with Teachers, teacher 6 in secondary school A responded:
The school is open without a fence, making it passable to everyone, and it's being used as the dumping site of rubbish from the market since it's located in the market.

With the focused discussions interviews with students in secondary school B, one student responded and stated: 'We don't have school's owned land.' He added that the school went on renting from house to house, and there was no land for physical education activities (sports activities) and no water in the learning institution.

The observational data obtained in secondary school A revealed that the school is located in the heart of the market and is near the police station and hospital. The observational data collected in secondary school B confirmed that there was not enough physical land for sports activities and no water on the ground. Students move from school to outside, looking for water sources. This actually hindered students' concentration and the openness of the school, where everyone gets his/her own pass way and also attracted noise and reduced the students' attention to concentration. In secondary school B, students normally went outside and failed to come back on time, and in case one failed to get water, it was difficult to control them in the school environment since there was no fence put around the school's compound. Students took their own time looking for water without permission since it is their privilege to have water for drinking in the school compound, and no one could control them because there is no water in the school compound. In conclusion, school locations should have proper land for students' physical education and water sources and should have a proper fence that could control the learners' movements and should be free from the noisy environment. Therefore, the poor location of the secondary schools has contributed much to the students' poor academic achievements in Bor Municipal Secondary schools.

4.5. School Environment-related Factors Contributing to the Students' Low Academic Achievements in Secondary Schools

- Objective Two

To explore the school-related factors that have been contributing to low academic achievements of students in Bor Municipality of Jonglei state. School-related factors originate within the school's compound or the school environment and present themselves as barriers to the students' academic progress if not dealt with in a given period. Objective two of the research study was to explore the school-related factors that have contributed to the low academic achievement of students in secondary schools. The following were the school-related factors identified by the researcher as the major factors that have been affecting students' academic performance in secondary schools of Bor Municipal Council, Jonglei State. School-related factors were analysed with respect to the inadequacy of instructional materials, stationeries, laboratories, libraries, and language of communications and instructions in secondary schools. In the above sub-section, the data obtained from respondents were presented with respect to the above theme.

4.5.1. Absence of Libraries in the Secondary Schools

Libraries are special rooms identified and equipped with textbooks for students and public uses for references for further acquisition and updating knowledge. Objective number two of the research study was to find out the school-based factors affecting students' academic performances in Bor Municipality secondary schools. Below was the data obtained through the focus group discussion interviews with the students in secondary schools of Bor Municipal Council.

The responses from students 1, 5, and 6 in focused group 2 in secondary school A, and students 5, 6, and 9 in focused group discussion interviews 1 in secondary school B indicated that schools have no setup Libraries and there were not enough reference books for the learners to use. The interviews also revealed that students rely on few available textbooks and the notes being prepared and given out by teachers in the classrooms.

Another student in secondary school A responded:

75% of knowledge comes from the students due to the interaction with other students within the learning environment, and the rest comes from the teachers. He further added in his mother's tongue and quoted: 'Keer Raandeeh Ciin Amook Kooou Piat', which meant: 'You cannot get fatten on your rectum on someone belonging', which meant: 'You only get fatten on your rectum on your owned property.' We depend on the 25% of knowledge being given to us by teachers, and 75% is still missing out due to the lack of school libraries.

Based on my observation of the schools' environment, there has been not even a single library found in the schools' environment in the secondary schools of Bor Municipal Council. Therefore, based on responses from respondents, the lack of libraries in secondary schools has contributed a lot to the students' low academic achievements in secondary schools of BMC. As a result, students could not discover their own knowledge from different sources so that they could develop a good understanding of their subject matters and perform better.

4.5.2. Lack of Enough Instructional Resources and Stationeries in Secondary Schools

This sub-title presented a lack of enough instructional materials and stationeries. The lack of such materials resulted in poor instructions to the learners in secondary schools. These instructional materials included: chalkboards, chalks, dusters, rulers, mathematical instruments, textbooks, exercise books, pencils, pens, school desks or furniture, and on stationeries. They are official writing materials such as printers, computers, calculators, A4 papers, staplers, and tonners. Without these materials, learning cannot go on properly.

The interviews with the headmaster 1 of secondary school A on the effect of instructional resources on the students' academic achievements in secondary schools responded:

The schools do not have enough learning aids and stationeries. The schools have no textbooks, especially for the arts subjects, and no exercise books being given to the students unless the learners come with their own books from their homes. There are no printed textbooks for South Sudan secondary schools, especially Geography and History textbooks. Moreover, there is no other support for provisions of these learning aids from the State Ministry and the National Ministry of Education.

Teachers in secondary school A, in their focused group discussions interviews, revealed that schools have no stationeries and there is a lack of enough textbooks for both sciences and arts subjects. There was also a lack of school printers being used in the schools, and there were no computer classes due to the lack of computers in the schools. From the researcher's point of view, the lack of such instructional resources hindered the educational process in the school because no one can move on without such materials in the school. The interview findings revealed that students were getting low-performance results because students were dependent on the teachers' notes being given to them after preparations. There were no knowledge reinforcements done by students themselves due to a lack of learning aids for their use in their own free time and at home. The finding also revealed that students were not making their own discoveries in the learning due to a lack of teaching /learning aids, and teachers were not able to make weekly printed tests for students' evaluations due to the lack of printers, computers, and A4 papers. Schools depend on the market printers, and there was a lack of financial support to be doing tests every week for students' evaluation.

4.5.3. Absence of Laboratories in Secondary Schools

Laboratories are important facilities in the learning environment for science students' better learning and easy understanding of the students. The lack of such facilities may facilitate poor learning habits in schools. Such facilities are being used by students doing Physics, Chemistry, Biology, and agriculture, especially science students. During the interviews with the students in secondary schools of Bor Municipal Council on the factors affecting their academic

performances, students coded 13, 11, and 17 in secondary school A and students coded 20 and 23 in secondary school B expressed their sufferings in the schools. Their responses disclosed:

There were no laboratories in the schools, and most of the learners were doing science subjects. There were no laboratories set up in the schools for making practicals or experiments in science subjects. The discussions also confirmed that students were only given theories in the classrooms without any practicals being carried out.

From the researcher's point of view on the findings, the research findings discovered that students in the department of science subjects were failing in their studies due to a lack of laboratories set up in the school learning environment. Even arts students sometimes take some parts in science subjects which also need practical works for better understanding, for example, Biology and Agriculture being taken and studied by students doing arts. This greatly affected and contributed to the students' low academic performance in secondary schools.

4.5.4. Language of Communications and Instructions in Secondary Schools

The sub-title of the section on the school-related factor affecting the academic achievements of the students in secondary schools of Bor Municipal Council is based on the language being used in the communications and instructions in secondary schools by the learners and teachers as well.

The focused group discussion interviews with students carried out in the secondary schools of Bor Municipal Council of Jonglei state showed the responses from the students as students 1, 5, 8, and 9 in secondary school A and students 20 and 21 in secondary school B responses indicated that students were using English language as the language of instructions in the school. However, some students use their Mother Tongue (L1) in the school environment due to poor communication using English language as a language of instruction and communication.

Another focused group interview with the teachers in secondary schools showed teacher 3 in secondary school A during the focused group discussions interviews responded:

Students don't copy notes in class, and if you ask why they are not copying notes, they will say I will copy later. Some only get busy with their smartphones in the classrooms while teachers are teaching.

In the researcher's observational data in the secondary schools of Bor Municipal Council on the use of English language, most of the students use their mother tongue, especially female students. Some do not ask questions in the classrooms because they fear breaking English language in public. This made them end up getting nothing in the classrooms, and the lessons were not being taught back to make up for recoveries. The research data obtained revealed that poor spoken English language from the students contributed a lot to their low academic achievement in the schools due to poor educational background. Most of the students did not copy notes while teachers were copying notes using dictations on the blackboards. This was due to grammatical errors, poor spelling, and slow speeds from the students. Learners prepare to copy notes directly from the teachers' notebooks or copy from their colleagues in their own free time.

4.6. Parents-related Factors Contributing to Low Students' Academic Achievement in Secondary Schools

- Objective Three

To explore parents' related factors for the low academic achievement of students in secondary schools of Bor Municipality, Jonglei State.

Parents-related factors originated from the parents' failure to participate in their children's educational support either from the schools or the family level. These factors identified included:

- Low educational level of the parents,
- Poor economic and social status of the parents,
- Lack of educational materials provision at home, and
- The workload for the students after coming back from school

Parents with low educational levels cannot help their children in doing their homework at home, cannot participate in school activities, and cannot support their children economically since they are not able to work due to their low educational level of getting a job, and they overwork their children at home not knowing the importance of students concentrations at home after school hence reducing on the learners times of concentration. In this critical situation, at least parents have to be trained on how to participate in their children's educational support from the schools and homes. These factors were narrated and presented as seen below.

4.6.1. Parents' Low Educational Level

Parents' low educational level affects learners' academic achievements because parents are not involved in school activities and plans, and they cannot support their learners in doing their homework assignments given by the school teachers. Parents with high educational levels support their learners in doing their assignments and can also participate in school activities plans and can monitor on the progress of their students in secondary schools.

Research findings on the parents' factors affecting the students' academic achievement in secondary schools of Bor Municipal Council, during the Focused group discussion interviews with the parents on the activities students do after coming back home from school.

The responses from PTA 1, 3, and 4 in secondary school A and PTA 2 and 6 in secondary school B in focused group discussions interviews disclosed that students take their own ways after coming back from school. The findings also confirmed that some students are given time to rest if they come very tired from school, while others go for Cultural activities, for example, dancing, wrestling, and cultural weddings. The interviews also revealed that female students are being restricted on where to go after school hours, even if they want to go for readings. However, they are only allowed to

attend cultural activities as a meeting point with their peers' group. The interviews also disclosed that education was not a priority for girls. The interviews also confirmed that early and forced marriages were the major cultural practices and were considered legal in the communities. The research study findings confirmed that students in the secondary schools of BMC were getting low academic achievements because of their parents' low educational levels. Since their parents were still full of ignorance about the importance of the children's education, parents only believed in their traditional concept of getting dowry from their daughters even if they were in school. This makes females students reluctant, knowing that they would be removed from school at any time by parents due to their ignorance and lack of knowledge about the importance of girl child education by valuing cultural activities better than educational concentrations after coming back from school and lack of parents support in assisting learners doing their assignment at home due to their low educational level.

4.6.2. Poor Economic Status of Parents and Lack of Feeding Programme to the Students

Parents of children who are not working find it difficult to support their children's education in schools. They fail to afford the school requirements and also fail to give support for feeding their children in the schools. This occurred due to the low or poor educational level attained in their previous studies. Children of working parents have advantages over students of non-working parents.

The research study interviews in secondary schools with the respondents showed that PTA 1, 2, and 3 in secondary A and PTA 5 in secondary school B Responses revealed that parents were not working. They only keep cattle and do some crops farming.

Responses from students 1, 5, and 8 in secondary School B and students 3, 7, and 9 in secondary school A on their parent's roles in their educational study indicated that there were no feedings in the schools, and parents were not able to give money for food to their children because they were not working, and it was difficult for learners to remain in the school for eight hours without feedings.

Teacher in secondary school A, during focused group discussion interviews on the problem facing them during school working hours, responded that:

Lack of feeding during school working days is one of the problems facing us in secondary school, and there are no plans for the provision of feedings in the schools for both teachers and students.

Based on the data obtained from respondents and the researcher's observational data in the schools, learners have no support from their parents since their parents were not working and getting money. Moreover, most of the parents were not educated and were not able to get paid jobs available. As a result, students could not stay for the whole day in the schools without feedings. Sometimes, they leave lessons, go home earlier, and fail to concentrate on their studies at home and after school hours, hence lowering their academic achievements in schools. The result also revealed that the unemployment of the parents was related to their low educational level in getting jobs since most of them hold below secondary school certificates which does not make them qualify for the available job opportunities and support their children financially in their education.

4.6.3. Lack of Educational Resources Available at Home

The availability of educational materials, such as textbooks, exercise books, pencils, pens, and mathematical instruments at home, plays a great role in raising students' academic achievements. These materials allow access to help learners at home since all the materials are available. Students with such materials in their homes have the advantage over the students without such materials in their homes. However, besides the availability of such materials at home, without whom helping a child is meaningless, there is the need for a person with a good educational level who cannot fail to help the learner at home. In the focused group discussion interviews with parents in secondary schools of BMC of the Jonglei state on the educational resources available at home, parents in the focused group discussion interviews in school A and secondary school B responses disclosed that parents do not have money and there was no support from anyone to buy some students materials to be used at home, and no materials were being given to students from the schools to help them do their homework assignments.

Students in the focused group discussion interviews in secondary school A and secondary school B responses on the kind of work they do after school hours discovered that cultural activities were the major activities they did to waste their time after returning from school, for example, cultural dancing, wrestling, and traditional courtships with ladies.

In conclusion to the responses from the parents and the learners on the kind of work being given to learners in their free time at home, the research findings revealed that:

- The lack of Educational materials provisions at students' homes negatively affects the students' academic performance in secondary schools.
- The availability of such educational materials at students' homes facilitates advanced learning for students before actual teaching from the teachers.
- Students update themselves before going to the classrooms, and this lack of educational resources makes students reluctant and decides on other means of wasting time after school hours.
- The findings also confirmed that since there were no teaching aids available at the school level, it would not be possible for parents to have such educational materials at home which are not available at school.

4.6.4. Parents Overworked Students after Schooling Hours

Overworking the learners by parents after school hours, such as giving learners too much work, such as looking after cattle or working in the market as shop attendants after school, is greatly affecting the students' academic achievement. Too much domestic work at home for female students and male students engaging themselves in economic activities has resulted in a lot of time wastage for the students in non-academic activities. At least students in secondary

schools have to be given enough time for their academic concentration to raise their academic performances. Failure to do so would continuously have negative effects on the academic achievements of the students in secondary schools. The researcher's study findings in the focused group discussions interviews with the students on the kind of the works student do after schooling hours in secondary schools of Bor Municipal Council of Jonglei state, with the responses from the female students in the focused group discussions interviews 2 in secondary school A, and the focused group discussion interviews 1 in secondary school B discovered that:

Students normally do domestic work such as fetching water and cooking after coming back from school at home. Interviews also revealed that students work in the Drugs stores as pharmacists as a means of getting money, and others serve in the restaurants in the market to get money to support themselves in school and get other essentials for themselves.

Responses from male students in the focused group discussion interviews in secondary schools A and secondary school B on the kind of work they do after school hours confirmed that Students normally engage themselves in Agricultural activities, for example, traditional irrigations on the vegetables, green leaves for sales as a means of supporting and raising school fees payment. Discussions interviews also disclosed that learners work in the market after school hours as shops attendants, look after cattle at home after coming back from school, and finally work as '**Bodabodas**' riders after classes as a means of getting money since their parents are not able to pay for their school fees.

From the findings obtained from the respondents, it can be stated that it is really critical that students were given too much work by their parents due to parents' low economic status making students work and support themselves in schools. In conclusion, the findings revealed that students' academic achievements were too low due to a lack of enough time for students' concentration in the academic fields since learners were also involved in economic productions.

4.7. Students-Related Factors Contributing to the Low Academic Achievements of Students in Secondary Schools

- Objective Four

To examine students-related factors that had been contributing to the low academic achievement of students in secondary schools of Bor Municipality, Jonglei State.

Students-related factors are factors that come from the students' side. These are factors that come out of the students due to their poor commitments, negligence, and lack of support from parents in their academic studies. Since objective four of the research study was to examine student-related factors contributing to low academic achievements in secondary schools, among these factors identified during the field study included:

- Learners' absenteeism,
- Student's low attitude toward learning,
- Lack of learner motivation in learning, and
- Peer influences among the students in the learning institutions

All these factors contributed negatively to the students' academic achievement in secondary schools.

4.7.1. Learners' Absenteeism in the Secondary Schools

Learners' absenteeism will affect academic performance if the student remains absent for a good number of days. This is because teachers will be teaching throughout while the students miss lessons, especially in science subjects like Mathematics, Physics, Chemistry, and Biology, which need special attention during the lesson presentation. All subjects need presents and attention in the classrooms. This affects later when one comes just for examinations without the attendance of the classes. Based on the above-mentioned subtitle of the research theme, the research findings during the students' Focused group discussion interviews carried out in secondary schools of Bor Municipal Council revealed that:

Students travel a large distance from their homes to reach their schools which is a major factor contributing to students' low academic achievements in Secondary Schools since it takes them time to arrive at schools late, and sometimes they miss out. The finding also revealed that there were poor learning facilities in the school learning environment, which leak during the rainy time and chase learners out during the rainy periods. Responses also indicated that bats inhabited classrooms with a bad smell which keeps learners away from the school during their free time for more concentration.

Key informant interviews (KII) with the head teachers in secondary school A and secondary School B Headteacher 1 in secondary school A responded that:

Most of the students are not able to pay the small amount of money being charged by the school administration for the maintenance of the school. If you force them to let their parents pay, they will go and remain at home waiting for the examination periods to come, and when they come for exams, they find everything new because it was taught in their absence hence leading to low-performance results. Community practices on early and forced marriages encourage laziness among female students, knowing that, soon, they will go out of school, reducing their commitment to school regularly. Cultural activities, e.g., dancing and wrestling, force students not to concentrate by going away earlier, leaving teachers behind in the school, or totally missing out on the school the whole day. This always left a few students in the school.

Documentary review and the analysis of the students' classroom attendance review in the secondary schools showed that most of the students had attended the schools not more than three times a week. In the research study, the findings also revealed that students were laziest for their academic commitments for better academic progress, hence lowering their academic achievements in secondary schools.

4.7.2. Lack of Learners' Motivation in the Learning Institutions

Lack of learner's motivation in the learning institutions contributed much to low academic performance in secondary schools. Students remain unhappy in the schools or with some issues affecting them in the learning environment, and if no attention is paid, then the child will not continue with their education. Learner motivation includes provisions of services and advice that would guide the learner to remain committed to the schools. Previously, corporal punishment was the only one that was to make students remain in school because of the fear of being punished by their parents after leaving school earlier, but it does not work these days. Providing sanitary kits to female learners motivates and makes learners committed to their learning. The provision of feedings in the schools as a motivation factor can motivate and encourage learners to remain in school for long.

The research study in the focused group discussions interviews the secondary school students about the factors affecting learners in their educational progress as in the above-mentioned theme. Students 1, 5, 8, and 9 in the secondary school B Responses revealed that there was no support for the provision of sanitary kits for girls, which forced them to remain at home till their menstruation cycles first finished and later reported back to the school. Interviews also disclosed that parents do not have support for the payments for their children's school fees, and there was no feeding programme in the school. These leave students in fear of being chased out of the schools if school fees are not paid by their parents due to their high rates of poverty. On the other hand, the parents opt to send their children to government-run schools, even though there is no good teaching, only because there are no payments of school fees, and they regard government-run schools as free schools, hence resulting in learners dropping out of their schools. Nevertheless, the research findings in the field study revealed that lack of learner's motivation in secondary schools was a major factor affecting students' low academic achievements in secondary schools of Bor Municipal Council. Students come to the schools and stay for more than 6 hours without food, and learners are pressurised to pay the school fees. This makes the learners totally confused in the school environment. Some have issues threatening them in the schools, especially ladies who need sanitary kits but get them nowhere since they have no support from any partners working with them in the schools.

4.7.3. Students' Low Attitudes toward Learning in Secondary Schools

Students' low academic attitudes toward learning in secondary schools have been identified as having poor academic achievements of the students. Attitudes among the students are connected to ignorance by doing something knowingly due to the fears of superiority or lack of interest in doing something. During the research study interviews concerning the problems facing students in their academic performance, the researcher observed the students' opinions in their responses to the questions regarding the factors affecting their academic achievements. The questions on what kind of work students do after going back from the schools revealed that students' attitudes toward learning were low. Students 3, 4, and 6 in secondary school A and students 7, 8, and 11 in secondary school B Responses revealed that students play cards and other games after coming back from school. The discussions also disclosed that students go for courtships, visit friends and other relatives, go to churches for fellowship, and pray during week's prayers days. The interviews also find out that students go for wrestling and cultural dances after school hours, go hunting as a means of getting food, spend time playing football, and watch videos after classes. According to the teachers in the focused group discussions interviews in secondary school A, Teacher 2 responded that:

Most of the students are fully ignorant of particular subjects and topics. Students select their interesting subjects and topics in subjects that are expected to appear in the school examinations. If the suspected topics fail in the selections in the examinations, then everything is gone. Others begin favouring subjects by attending to some subjects of their interest, leaving some subjects of no interest before career selections.

To supplement these views on my own views during classroom observational data collected in the field. According to my own observation, most of the students' conduct toward learning in the school environment was poor, and most of them were not committed to their studies. Students used their smartphones in the classrooms. Most of the students were chatting on smartphones while teachers were teaching, and others were answering phone calls and moving out for proper communication outside, leaving the classrooms without the teachers' permission. Hence to conclude on this, the research findings confirmed that students' academic achievements were very poor because of students' low interest in their educational learning in school. How can a student who needs learning communicate in the classroom where a teacher is teaching without the teacher's permission?

4.7.4. Peer Group Influence among Students in Secondary Schools

Peer group influence among students in secondary schools is the major factor contributing to the students' low academic achievement. Peer group influence is due to the adolescent stages in which members feel big and willing to do things on their own. In relation to the learners' education, members of the group engage themselves in doing traditional activities and festivals as community members, leaving behind their educational concentrations. At this point, others go to school because other members go to school without commitments in their studies. On the above point of the discussions with the respondents in the secondary schools, the research interviews findings during the students focused group discussions interviews in the secondary schools revealed that:

Student 5 Responded and quoted in his mother tongue, 'Our traditional cultures are important, and we cannot miss or fail to join or attend to them with our peer groups. When you fail to join the peer groups, you will be called a student quoted in his mother tongue (Dinka) Language 'Ween tiik'. In the translation, it meant 'son of woman'. This is always after returning from school, before going to school, or on non-working school days. People have to go for traditional activities, for example, wrestling, dancing, and traditional weddings.'

The researcher's point of view on the students' activities after coming back from school, this practice has been agreed upon. This practice leads to learners' absenteeism and low commitment and concentration. Most of the students go

to schools because others go, especially among female students. This is always connected to adolescent changes. This is always seen in the academic performances in the examinations conducted where female students failed to some extent than male students who always have commitments for their studies. Conclusively, on the data collected in the field, the research data collected revealed that peer group influences among the students had been confirmed as the major factor that has contributed to the low academic achievements among the students in the secondary schools of Bor Municipal Council.

4.8. Teacher-related Factors Affecting Academic Achievement of Students in Secondary Schools

- Objective Five

To explore teachers' related factors that have been contributing to the students' low academic achievements in secondary schools of Bor Municipal Council, Jonglei State.

Teachers' related factors are the factors that come out of the teachers' practices in delivering educational services to the learners in the learning institution. They can be either on the behavioural conduct of the teachers or lack of educational attainments in the educational level or material challenges to the teachers. These teachers-related factors presented were:

- Unqualified teachers in the learning institution,
- Lack of teaching experience among the teachers,
- Teachers' absenteeism, and
- Lack of educators' motivation in learning institutions

These factors have a great effect on the learners' academic achievement if no steps are being taken to eliminate such differences among the teachers. These factors identified are presented below:

4.8.1. Lack of Educators' Motivation in Secondary Schools

The research study findings got from focused group discussions (FGD) interviews with the secondary school teachers on the teachers' based factors affecting students' low academic achievements in secondary schools, based on teachers' discussion interviews. Teachers 1, 3, and 6 in secondary school A and Teachers 4, 5, and 6 in secondary school B Responses discovered that:

Teachers lack motivation from the schools' administrations and from the state Ministry of education. Interviews also disclosed that some of the teachers have been teaching for many years, and there were no promotions in the schools. Discussions/interviews also revealed that promotions in secondary schools were done to those whom you know in the State Ministry of education, leaving many of the teachers without promotion for the new assignment and new positions. Interviews also revealed that chalk, medical, and house allowances were being said, but since then, there has been no payment. Teachers only get their so-called 'salary', which normally comes after a good number of months.

Teacher 1 in secondary school A responded and quoted the lack of teachers' motivation in his mother tongue and said, 'Abiiny Loo ku Abiiny Booh.' In the translations from Mother Tongue (L1) to English Language (L2), it means: 'Gives and Takes.' He added, 'We can't be teaching well with unhappiness in us.'

Student 5 in secondary school A also responded that:

'Most of the qualified teachers have taken teaching in the secondary schools and termed it as the 'waiting grounds for better pays jobs.'

To add to the issue of teachers' motivation from my documentary analysis on the teachers' schemes of works and lesson plans preparations, most of the teachers did not give their schemes of work and lesson plan books for review because they had not been preparing. From the researcher's point of view, teachers were not committed to delivering their services to the students because they were not motivated to raise their morals in teaching, and as the students added on the teachers' views who termed the secondary schools as 'waiting ground for better pay jobs'. More so, the research findings revealed that lack of teachers' motivation was a major factor that has been contributing to the students' low academic achievements in the secondary schools of Bor Municipal Council. Most of the teachers teach while looking for better-paying jobs in other sectors, leaving their professional careers, which negatively affects the students' academic performance in secondary school studies.

4.8.2. Teachers' Absenteeism in Secondary Schools

The research study theme on the teachers' factors that have contributed to the students' low academic achievements in the secondary schools of BMC, in the focused group discussion interviews with the students in the secondary schools on the teachers' regularity in the school environment, responses from students 4, 7, 9, and 11 in the focused group discussion 2 in school A and students 3 and 5 in the focused group discussions interviews in secondary school B revealed that most of the teachers were students from Dr. John Garang Memorial University of Science and Technology (Dr. JGMUST). Hence, they spend most of their time in the University attending their lectures, making it difficult to follow their teaching schedules in the various secondary schools. Respondents also disclosed that most of the teachers spent most of their time outside schools because they went teaching in other schools or were sometimes absent for the whole day. The interviews also found out that many teachers sometimes failed to report to the school due to the far distance being travelled and lack of mobility to the teachers.

Director 2 in the Directorate of secondary schools in the State Ministry of education, during the Key informant interviews (KII) on teachers' absenteeism, responded that:

The directorate is lacking funds for teachers' close supervisions in the secondary schools, and there was no means of transport from the state ministry of education to schools to carry out close teachers' supervisions.

In the researcher's view on the reviewed teachers' attendant books, according to the documentary review in the secondary schools, teachers' attendance book in school A was very poor. Teachers came to school in the morning at around 10:00 AM and went back after signing in. Most of the teachers were not signing out in the attendance book because they left earlier. Therefore, the better way to escape was by leaving without signing out in the daily attendance book as if they were checking something outside and would come back. According to my own understanding, no measures were being put on the teachers' attendance. According to the researchers' analysis of the use of the document, the research findings confirmed that students' academic achievements in secondary schools of BMC were very poor due to the high rates of teachers' absenteeism during school working hours, hence reduced on the syllabus coverage. There was no time for a catch-up programme in the secondary schools for the missed lessons.

4.8.3. Presence of Unqualified Teachers Teaching in Secondary Schools

Low teachers' qualifications negatively affected the students' academic achievements since teachers were teaching subjects they did not know. The teachers with secondary school certificates teach the same level in secondary schools. Teachers with secondary certificates cannot teach form four learners since they have the same qualifications. Hence, if the secondary school certificate holder is teaching at the same level, then the performance of the students would remain low because he/she is not giving any advanced Knowledge to the students. In the research findings during face-to-face interviews with the secondary school principals, head teacher 1 responded:

Most of the teachers are not qualified to teach in secondary schools. However, since most of the qualified teachers shifted out for better pay jobs in other sectors, it has been found that most of the unqualified teachers teaching on the ground have to be maintained to keep engaging the students in the classrooms.

Responses from PTA members in secondary school B and PTA members in secondary school A during their focused group discussions interviews revealed that:

PTA mobilized funds from the communities for hiring volunteer teachers to push on teaching the students since no qualified teachers were teaching the students and this needs contributions from the parents to pay more school development funds (SDF) for paying teachers being hired in secondary school levels due to the shift of qualified teachers.

Head teacher 2 in the secondary school B during the interview responded that:

Most of the teachers are untrained. This does not allow them to handle the students professionally, and their teaching methods are not giving adequate learning to the students.

Responses from Students in their focused group discussion interviews in secondary school B discovered that teachers teaching in the secondary schools were students from Dr. John Garang Memorial University of Science and Technology. Discussions also revealed that most of the teachers have no qualifications to teach in secondary schools since they are still students from the University and are still not awarded. The researcher's idea during the teachers-focused group interviews was to get the teachers' highest qualifications and the experience they have previously. In the data collected during the field interviews, most of the teachers were not from Educational fields. The findings also show that a few teachers come from educational colleges. Therefore, qualified teachers in the Ministry of Education should be from the college of educational studies rather than being in law, procurement, etc. Most qualified teachers should have attended educational subjects during their studies to have teaching methodologies. Nevertheless, the research findings in this study discovered that students' academic achievements in secondary schools were very low due to the presence of unqualified teachers teaching in secondary schools with the same qualifications as those they were teaching. This was reflected in the table below, which shows the teachers' qualification data collected in the field during the interviews.

Qualification	Frequency	Valid Percentage (%)
Diploma in Education	2	16.0%
Bachelor in Education	2	16.0%
Secondary Certificate	5	41.7%
Bachelor in other Fields	3	25%
Total	12	100%

*Table: 4: Represented Teachers' Qualifications in Secondary Schools in Bor Municipal Council
Field Source Data, 2019*

Since the qualifications of the teachers were of great concern during the focused group discussions in the respondents' interviews Guides (RIG) design, the first step during the interviews was knowing the teacher's highest qualifications. In relation to the above table presented, teachers' qualifications were investigated. The results revealed that out of the 12 teachers, 16% found holding a diploma in education as the highest qualification, 16% found holding bachelor's degrees in education, 41% with secondary school certificates, and 25% with bachelor's degrees in other fields. Therefore, most of the teachers were teaching in secondary schools, with no qualifications that qualify them to teach in secondary schools. South Sudan educational Acts stated that at least a teacher should hold a Diploma or Bachelor's degree in education or related fields to qualify him/her to teach in secondary schools. The data findings discovered that students' academic achievements were low due to the presence of secondary leavers teaching students in secondary schools, leading to the poor academic performance of the students in secondary schools of BMC.

4.8.4. Lack of Teaching Experiences among Teachers in Secondary Schools

Lack of teaching experience among the teachers has a great effect on the students' academic achievements in secondary schools in a way that most experienced teachers know lesson presentation using learner-centered methods of teaching where learners are the centers of learning. If teachers do not have teaching experiences, they will use the teacher-centered method, which usually ignores learners' participation in the classrooms and leads to the banking concept in education. Hence, they do not pay attention to the students with special learning needs during the lesson delivery, resulting in poor performance among the students.

Years of Teaching	Frequency	Percentage
1-3 years	7	58.3%
4-6 years	3	25%
6 and above years	2	16.7%
Total	12	100%

*Table 5: Teachers' Teaching Experiences in Secondary Schools
Field Source Data, 2019*

Teaching experience is the most important factor in delivering quality educational services to learners in learning institutions. Good educational qualifications are always accompanied by the experiences one has gained in the fields. The above table represents the teachers' teaching experiences in the secondary schools of Bor municipal Council, Jongle State, as collected during the field visits with respondents in various learning institutions. From the data collected, 58.3% of the teachers taught for one-three years in secondary schools, 25% represented the number of teachers who taught for four-six years, and finally, 16.7% represented teachers who taught for more than 6 years and above in secondary schools. From the data analysed, 58.3% had less teaching experience compared to 25% and 16.7%, who had been teaching for more than four years. Therefore, in conclusion, students' lower academic performance was due to a lack of proper teaching experiences of teachers teaching in secondary schools. Poor teaching experiences among the teachers lead to poor teaching relationships between the learners and the educators. Learners turn away from educators with poor teaching abilities and begin dodging the classes because they are not getting anything from the methodologies being used by the educators.

5. Research Findings and Discussions

5.1. Introduction

This chapter consisted of the research findings and discussions. The research findings and discussions were presented in five themes as done in the data presented. The first theme was based on the environmental factors that have been contributing to the students' low academic achievements in secondary schools of Bor Municipal Council, Jonglei state, South Sudan. The second theme presented school-related factors responsible for the low academic achievements of the students in secondary schools of BMC. The third theme was based on the parents and home-related factors that have been discovered to lower the students' academic achievements in secondary schools of BMC. The fourth theme was based on the student-related factors that have been contributing to the low academic achievements of the students in the secondary schools of BMC. Finally, the last theme was based on the teacher-related factors that have been contributing to the low academic achievements of the students in secondary schools of BMC. These factors were stated and presented as seen below.

5.2. Environmental-related Factors for Low Academic Achievements of Students in Secondary Schools

- Objective One

The first objective was to explore environmental-related factors that have been contributing to the students' low academic achievements in the secondary schools of Bor Municipal Council. The following were the main factors identified and presented as the environmental-based factors contributing to the students' low academic achievements in secondary schools of BMC.

5.2.1. Poor Learning Facilities in the Learning Institutions

Quality of education is always connected to the quality of the learning facilities in the learning institutions. Despite this, the research interviews held in secondary schools of Bor Municipal Council revealed that the availability of poor learning structures in the learning institutions was responsible for students' low academic achievements in the secondary schools of Bor Municipal council. The presence of learning structures inhabited by bats, the leaking of the learning rooms during rainy times, the lack of electricity connections in the rooms, making it hot during the dry seasons, and the lack of power at night for the students staying at the schools as boarders and poor health facilities, for example, lack of toilets and bathrooms for both males and females students cannot facilitate on students better learning in such schools. In this regard, Nghambi (2015, p.58-59) argued that a shortage or lack of teaching and learning infrastructures demoralizes teachers and learners morally in the whole process of teaching and learning in schools. Her research study also revealed that lack or shortage of an educational infrastructure led to the failure of students in their Certificate of Secondary Education Examination simply because both students and teachers were despaired and lost morally in teaching and learning. Similarly, Ralenala (2003), cited in Rammala (2009), found that thousands of schools still have poor physical infrastructures, and many are dilapidated, dangerous and unfit for human habitation. There was often no water on site or

good sanitation; thus, such conditions not only restricted the schools' teaching and learning activities but also threatened the health of learners and educators. This could influence the absenteeism of both learners and educators.

5.2.2. Distance from Homes to the Learning Institutions

The research findings from the research interviews carried out in the secondary schools of BMC of Jonglei state discovered that students' academic achievements were very poor due to the long distance being travelled by learners and teachers every day. There was too long distance being travelled by both learners and the teachers from homes to schools. This led to the late arrival of the students in secondary schools while the first lessons were being taught or led to the learner's absenteeism from the school for the whole day hence missing the lessons, the distance being travelled corresponding with the learners' academic achievements, the long-distance being travelled make students arrive to the school very late and tired making him/her loss concentrations in the classroom activities. David (2014, p.50-51), in his research study on the environmental factors affecting student academic achievements in Tanzania, found that the long distance being travelled by the students was a major factor affecting students' low academic achievements in secondary schools. The distance covered from homes to schools by students directly influences the poor academic achievements of students in secondary schools. Kelly (1999), cited in Cheliya (2016), also agreed that long distances to schools affect pupils' school attendance. She emphasised that pupils were too tired to concentrate on schoolwork when they arrived at school. Girls were less able than boys to negotiate physical hazards, like swollen rivers or dangerous escarpment paths, which they encountered on the way to school. In Nigeria, Fatunwa (1969), cited in Cheliya (2016), found that home distance to school negatively affected pupils' academic performance since students arrived at schools tired and lost concentration in the classrooms.

5.2.3. Overcrowding of the Students in the Classrooms

Overcrowding of the students in the classrooms in secondary schools, according to the interviews done with teachers, students, head teachers, directors from the directorate of the secondary schools, and the parents teachers associations (PTAs) in the secondary schools have been confirmed by the data collected in the study. According to the teachers' responses, there have been a large number of students being taught in a classroom. Most of the classrooms have been constituted of not less than 60 students in a classroom, especially while teaching compulsory subjects in a school. This led to less attention being paid to the individual learners who need special attention from the educators. This was due to the inadequate number of teachers available in the secondary schools or few learning spaces in the learning institutions, leading to the students' low academic performances. Kraft (1994), cited in Nghambi (2015, p.21), in his study of the ideal class size and its effects on effective teaching and learning in Ghana, concluded that class sizes above 40 have negative effects on students' academic achievements. Asiedu and Akrofi (1978), cited in Nghambi (2015), indicated that since children have differences in motivation, interests, and abilities and that they also differ in health, personal and social adjustment, and creativity generally, good teaching is best done in classrooms with smaller numbers that allow for individual attention. Therefore, good academic performance indicates excellence in learning emanating from one's experience. Maganga (2016) argued in her study that class size negatively affected the students' performances. She also added that pedagogically, large class sizes caused congestion in the classrooms, and the situation created many difficulties for the teachers teaching in the classrooms. For example, if a geography teacher is teaching in a classroom of 120 students, how can he move in groups to see if the students have gained map reading skills? How could again a chemistry teacher move and visit each group to direct them on how to handle Bunsen burners, gas equipment, chemicals, and actual procedures for doing the practical? So the groups which are close to the teacher are visited, and it became unacceptable to expect that learning would take place in such an environment because the interaction is limited. Rwegoshora (2011), cited in Maganga (2016), established that classroom congestion in primary schools in Tarime negatively affected classroom teaching and limited the teachers' individual alternations. Wilson (2013), on the same line, added that increased enrolments and classroom congestion forced teachers to use non-participatory methods such as lecture methods which do not influence teachers to attend to students in a classroom with an individual problem. He also found that it increases classroom-students ratios. He also added that since students in the classroom differ in terms of academic ability, this load in the classrooms would affect teachers' ability to handle individual cases and therefore affect the learning process, resulting in low academic achievements of the students in the schools. Nghambi (2015) stated that a significant positive relationship between teacher/student ratio and academic achievement depends on the greater availability of resources, including better teaching aids and physical equipment in schools. She also noted that the average teacher-student ratio was above (1:40), which was not the figure suggested by educators for an effective school. Hanushek and Lague (2003), cited in Nghambi (2015), noted that class size with a ratio of more than 40 students has no significant effect on students' academic achievement. In addition to the class size, the teacher-student ratio, according to them, is that the estimated effects of reducing class size are not systematically larger on sciences and mathematics subjects in poorer countries. Secondary schools are well-equipped with art teachers rather than Science teachers, who are in great demand.

5.2.4. Physical Locations of the Secondary Schools

The research findings on the analysed data collected from the respondents in secondary schools revealed that school physical locations were a hindering factor toward students' academic achievements. Students move out of the school during school times, and it is difficult to trace them back since the school is located in the heart of the town. The location is also hindering the students' performance since it is near the police station and hospital with a lot of happenings which draw on the students' attention in the schools hence losing their concentration during school hours. The school also had no fence, making it passable to all intruders passing on their own way out in the compound. School location has a direct influence on the academic performances of the students. Schools are better located outside the noisy places where

students cannot see all rounds on what is happening in the due cause of the day. In his research study, Wilson (2013,p.63) found out and stated that schools surrounded by music halls and bars were responsible for the loss of calmness which affected both teaching and learning due to noise pollution and unsafe environment for students learning. On the other hand, some students would be persuaded to join the wrong groups and perform illegal actions, including theft and drug taking. He added that the lack of school fencing increased indiscipline among the students, including a high level of truancy and a lack of security around the school premises. For example, in some schools, the lack of fencing has allowed unofficial road passage and pedestrians around the school premises.

5.3. School-related Factors Contributing to the Students' Low Academic Achievements in Secondary Schools of Bor Municipal Council

Objective two of the research study was to explore school-related factors that have contributed to the low academic achievements of students in secondary schools. For this study, the followings were the school-related factors that were identified and confirmed to have contributed to the students' low academic achievements in secondary schools of Bor Municipal Council.

5.3.1. Lack of Libraries in Secondary Schools

In the research study findings, the data collected and analysed revealed that the lack of libraries in secondary schools of BMC was the major factor that contributed to the low students' academic achievements. From the researcher's point of view, the availability of libraries has a direct influence on the students' academic performances. Students cannot do well in schools where there are no libraries. Maganga (2016, P.41), in her research study, discovered that inadequate availability of textbooks in schools and the absence of school libraries negatively impact students' academic achievements. She also discovered that during her study, buildings used as libraries were turned into study rooms as they did not have stock of textbooks, particularly Science subjects' textbooks. She concluded that students' academic performances could not be expected to be good because some of the students taking sciences subject have no textbooks. A further study report which investigated the mass failure of form four in 2010 found that students who failed sciences failed to answer physics questions. The major reason for this failure was that students could not answer the question set from current topics like Modern Physics (Ibid). Ogunseye (1986), cited in David Melack (2014), had earlier noted that the total absence of an organized school library would continue to spell a doom for thousands of secondary school students.

5.3.2. Lack of Laboratories in Secondary Schools

Lack of laboratories in secondary schools has been confirmed as a factor that has negatively affected students' academic performances. It has been found out that teachers were teaching sciences like arts subjects which do not require laboratory work. There is always no good teaching in Science subjects without the presents of the students' laboratories. Teaching theories cannot help Science students understand better in their learning without experiments and practicals. Ralenala (1993), cited in Rammala (2009), in her research study, stated that the lack of laboratories in schools negatively influences students' academic achievements. In her observation, the researcher observed that in the classroom, one corner of a classroom was used for experiments while some of the educators were busy marking books. In essence, there was no laboratory since such a facility should be fully equipped with instruments, chemicals, and safety measures like fire extinguishers. However, the researcher observed a few learners using the available materials to perform experiments even though some of the experiments could not be performed due to inadequate equipment and chemical inadequacy. The lack of appropriate materials, such as chemicals, negatively impacted learners' performances.

5.3.3. Lack of Teaching Aids and Stationeries in Secondary Schools

The research study findings in secondary schools discovered that students' academic achievements were poor because of a lack of teaching aid materials and stationeries in the schools, for instance, lack of textbooks, exercise books, pens, blackboards, dusters, mathematical instruments, desks, chairs, computers, printers, rulers and printing papers. These items facilitate the teaching and learning process for teachers and students, respectively. In relation to the research study done by (Nghambi, 2015), she found that lack of teaching and learning aids was the caused factor for the low academic achievements of the students in her research study. She added that the availability of teaching and learning materials encourages learners and facilitators to participate fully in the whole process of teaching and learning effectively. Yator (2003) found out and concluded that the inadequacy of teaching /learning aids in Public secondary schools in Kabartonjo division was the factor for the low academic performance of the students in those secondary schools. This falls in line with a study conducted by Wachive (1996), cited in Yator (2003), who concluded that the availability of teaching/learning facilities is ranked among the most influencing academic performance. She added that using resources involves using more than one human sense, accounting for varying percentages of the learning process. She concluded that understanding, reinforcement, and retention of the subject matter can be improved through the provision of teaching/learning resources to higher percentages.

5.3.4. Language of Instructions and Communications in Secondary Schools

The research data collected in secondary schools of BMC and its analysis on the use of English language in schools found that most of the students use their mother tongue, especially female students because they fear speaking English Language as the official language of instructions and communications in the schools. Some do not ask questions in the classrooms because they fear breaking English language in public. Therefore, learners end up getting nothing in the classroom during the lesson presentation because they do not understand English language well. The research study findings revealed that poor spoken and written English language among the students contributed a lot to low academic

achievements in the schools due to poor educational background of the students and the neglect in the use of the mother tongue as the language of communication and instructions in the schools. In this regard, Rammala (2009, p.21), in similar studies in South Africa, found that using Afrikaans as the medium of instruction was a serious concern in the past among Black learners. However, the 16th of June, 1976, represented the end of the use of Afrikaans. It ushered in the new dispensation in which English became the medium of instruction for the education of a Black child. Currently, there are arguments that the mother tongue is the basis of all teaching and must be the medium of instruction because bilingualism cannot be set as the aim of teaching (Ibid). Similarly, Themane (1989:122-177), cited in Rammala (2009), notes that most grade 12 learners struggled to communicate in English, which could be one factor that put them at a disadvantage since that is the language used to respond to questions in the examination. Another study conducted in India and South Africa by (Sayed *et al.* 2007:111), as cited in Rammala (2009), found that similar exclusionary experiences are being felt in both countries where language is used as a critical means of exclusion. In South Africa, the exclusion is experienced in almost blanket denial of access to mother-tongue learning, while in India, children were forced to learn Hindi at the expense of their mother tongue (Rammala, 2009). Maganga (2016), in her study in Ilala district in Tanzania, found that using English Language as language of instruction (LOI) and leaving the mother tongue as language of instruction and communication in schools has negative impacts on the students' academic achievements as the students struggle to be capable of using it in communications and instructions, the problem manifested itself with the problem of many learners failing to master vocabularies used in various subjects taught in secondary schools, e.g., Geography, chemistry, and physics (Ibid). Breidlid (2013, p.2-3), in his book on the issue of the use of foreign language (L2), stated that there is a sense of alienation when entering a primary school's classrooms where a colonial language is spoken (often rudimentarily by the teachers and even more so by students). Students not only battle to understand what is actually being taught because of the language barrier but they are located in a space where their own cultures and world views are seldom, if ever, taken into account beyond their folkloristic aspects. While the cognitive and learning problem of not being taught in the students' mother tongue during formative years is well-researched, less attention has been paid to the alien epistemological universe that many students encounter in the classrooms. Sumra *et al.* (2014), cited in Maganga (2016), in their paper, argued that the declining quality of education suggested for arresting and revising the trend shown by many learners in secondary schools were not capable of using English language they did not pass their examinations and could not understand what exactly they were asked to do. Galabawa (2009), cited in Maganga (2016), argued in the same line by saying that many learners could have joined advanced education in Tanzania only if English language had been substituted with Kiswahili. Qorro (2006), cited in Maganga (2016), argued and debated that learners learn better if they use their mother tongue, Kiswahili. However, despite these debates, the curriculum in Tanzania has continued to maintain English language as a language of instruction.

5.4. Parents-related Factors That Have Contributed to the Students' Low Academic Achievements in Secondary Schools

Objective three was to explore parents-related factors for the low academic achievements of students in secondary schools of Bor Municipality, Jonglei State. In this theme of the research study, the theme discussed parents' negative roles played in their children's education which has contributed to the low academic achievements of the students in secondary schools of Bor Municipal Council. These parents-related factors are presented below:

5.4.1. Unemployment of Parents and Lack of Feedings Support to the Students in Secondary Schools

The research findings in the field revealed that lack of employment for the parents and lack of sources of getting money to support students in their studies and provisions of food during schooling hours have been discovered to have been the cause of the low students' academic achievements in secondary schools of BMC. Lack of food during school hours greatly affects the students' low performance because their concentration is always lost as their stomach is empty. Most of the parents were not working to support their children by providing food for daily survival during school hours. Derkong-Dery (2018), in his research study findings from the parents, revealed that students' parents did not have any source of income. He added that they get income by selling farm products such as millet, corn, pepper, yam, tomatoes, animals, and gnuts or petty trading such as charcoal, firewood, or 'koosie' ('koosie' meant locally made cake). Hence, in his conclusion, he added that poor family socio-economic background negatively affected the quality of education as parents cannot provide children with their educational needs. Studies by Kaklamanou *et al.* (2012), cited in David (2014, p.34), stated that students need fuel to make them study well and attentively and manage the responsibility of classrooms. They also discovered that skipping breakfast can adversely affect problem-solving tasks such as mathematics grades which require problem-solving skills. They further stated that most of the secondary schools in the Sumbawanga District did not provide meals and breakfast to their students, who are prone to poor academic performance. Low family social-economic status is associated with greater violence, less access to early childhood education, poor nutrition, and poor health care.

Brown *et al.* (2003), cited in Carnoy *et al.* (2007, p.50), note that students from low social economic Status (SES) families often faced pressure to work outside the home after school (Post, 2002: cited in Carnoy, *et al.*, 2007). They may attend schools in which low SES students have been concentrated. Wilson (2013), in his study, found out that the economic background of the parents was a challenge to their children. He also added that students who do not get breakfast in the morning when leaving their homes cannot be attentive in the classrooms, which is likely to affect their academic efforts, especially in the day schools that do not provide food. Moreover, he also observed that parents were required to provide financial contributions to the schools for their children's midday meals. However, the rules clearly said that for parents who do not pay for their children, their children were not being served food/lunch. In that case, children whose parents did not contribute remained for the whole day without food. Therefore, he concluded that hungry students stand a high chance of losing concentration in their school studies.

Eshiwani (1993), cited in Yator (2003), stated that schools tend to lose valuable teaching time in various activities, such as too many internal examinations at the beginning and at the end of teaching terms, the largest wastage of time occurring at the start of every term over problems associated with collections of schools fees. Based on his findings, he finally concluded that the negligence of the parents/guardians to pay school fees promptly due to their lack of financial sources has a positive bearing on the contribution of the students' poor performance. It is because when students are sent home to collect fees or the balance, they will miss lessons while away, and when they come back, in most cases, teachers would not have time for them. However, if a large number of students are sent home, learning will not take place. Therefore, the syllabus will not be covered in good time to pave the way for the revision, resulting in poor academic achievement in the National examination.

5.4.2. Lack of Educational Resources at Home

The research findings during the field study revealed that there were poor academic achievements for students in secondary schools because after students go back home, some engage themselves in games and others in traditional activities due to the lack of the availability of educational materials at home to supplement on what had been taught in the schools. The presence of educational materials at home helps students engage themselves in studies rather than going out for useless games. The research study carried out in Zambia by Cheliya (2016) discovered that the majority of parents do not bother to provide basic learning materials to their children at home. Ubogu (2004), cited in Cheliya (2016, P.45), asserts that the lack of basic school learning materials at home could not provide a stable mind and conducive environment for the pupils to study. Lack of learning materials at individual homes contributed to poor performances in the national examination. The presence of educational resources from students' individual families explains many variations in the academic performances in both Developed and developing countries (Coleman et al., 1996; Lackheed & Versepoo, 1991; OECD, 2003; Rothstein, 2004, cited in Carnoy et al., 2007). Students with educational materials at their homes perform better than those without educational resources at their homes. Derkong-Dery (2018) argued that parents do not provide basic learning materials for their students. Hence, many students go to schools without writing materials, such as exercise books, erasers, and pencils. Without such writing materials given to the pupils, how will you expect the academic performances of the pupils to be good? Esty (2005) and Obeta (2014), cited in Derkong-Dery (2018), indicated that parents who failed to procure basic learning materials such as textbooks, pamphlets, exercise books, and other relevant materials for their students deny their children good academic achievements.

5.4.3. Parent's Low Educational Level

The research findings revealed that students' academic achievements were poor due to the low education level of their parents. Most of the parents who were interviewed had primary and below primary school levels. The low educational level of the parents is correlated with children's poor academic achievements. Furthermore, Krashen (2005) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work activities and the information being taught at schools. They can better assist their children in doing their homework by participating in school activities (Trusty, 1999, cited in Margaret Yator, 2003). The home environment affects the academic performance of the students. Educated parents provide an environment that best suits their children's academic success. The school authorities can provide counselling and guidance to the parents to create a positive home environment for improving students' quality work (Marzano, 2003: as cited in Margaret, 2003). Yator (2003), in her research findings, revealed that students' academic achievements were low due to the low educational level of the parents. She added that parents with low education have less interest in monitoring their children's academic progress in schools. It could also be a hindrance to helping and inspiring the children to acquire positive aspirations, self-esteem, and self-actualization in life that might eventually be reflected in KCSE examination results. Highly educated parents with more incomes are more likely to be active in their children's schools because they may have more time and they feel more competent to engage in school-related activities (Benveniste, Carnoy, & Rothstein, 2002; cited in Carnoy et al., 2007, p.55). This observation implies that schools with higher-social class students have higher social capital as well as higher human capital, as the parents in those schools form networks and benefit all the students in the schools not just their own.

Rammala (2009), in her research study, found out that most of the parents' educational level was below the primary school. She concluded that such parents with low educational levels could not assist their children with homework. She also went on and categorized the learners' parents as illiterates since the interactions revealed that most of them possess primary education. She also added that parents' limited educational level puts more strain on non-performing learners at the school. When the learners have not mastered the first level of learning materials, and the educator embarks on the next level, that learner will be behind, and the class proceeds, she/he is likely to be behind schedule (Castejon & Perez, 1998; cited in Rammala, 2009).

5.4.4. Parents Overworked Students after Schooling Hours in Secondary Schools

The research study findings during the fieldwork disclosed that too much work being put on the students by their parents was a major factor contributing to the low academic achievements in the secondary schools of BMC, Jonglei state. Overworking the children resulted in students wasting a lot of time in the fields, leaving their academic work hence lowering his/her academic achievement in school. During the interviews with the students in the schools, most learners said their parents used to overwork them after returning from school. They said they used to do some domestic work at home, going for traditional agricultural activities, going for Ridding Bodabodas as a means of getting money. Others work as shop attendants in the markets, and others look after cattle in the field, leaving no time for their concentration on their educational activities. This normally contributed to their low academic performances in school. Cheliya (2016) stated that

good performance can be realized when parents work in consultations with the teachers in the schools to understand their demands through teachers. She added that most parents were not concerned about their children's education by just giving them unnecessary work after returning from school, which could not allow them to concentrate on their studies. Ubogu, cited in Allan Cheliya (2016), indicated that parents' interactions with teachers enable them to know what their children are encountering in the schools and what could be done to deal with the problems. It would also put pupils on alert and study in schools as they would know their parents would inquire about their performance. Parents may not be able to provide much guidance and help their children's performance improve when they are ignorant of what happens in the school. She concluded that pupils' achievements improve when parents become involved in their children's education at schools and in the community (Steinberg, 2006), cited in Allan Cheliya (2016).

A previous study by Snow et al. (2001), cited in Allan Cheliya (2016), also revealed that when parents are formally involved in parent-school activities such as PTA Participation and attending school activities, their children's performances will improve. Theuri (2006), cited in Cheliya (2016), also established that some parents withdraw their children from school and put them in wage labour, which resulted in reduced retention rates and poor academic achievements. Derkong-Dery (2018), in his study, found out that parents engage their children in socio-economic activities. He added that taking and engaging school children in economic activities takes off students learning time at home and lowers their effort expenditure. He also revealed that after having an interview with a parent, one of the parents told him in the interview that he sometimes makes his child stop going to school and go to the farm if he is having not much work because he is the only boy he has. This supported Abdallah (2014), cited in Derkong-Dery (2018), who found that parents who engage children in economic activities also overburdened them with household work, preventing students from concentrating on their books.

5.5. Learner-related Factors That Have Contributed to the Low Academic Achievements in Secondary Schools of Bor Municipal Council

Objective four of the research was to examine student-related factors contributing to the low academic achievements of students in secondary schools. For this study, among these factors which have been identified as contributing to the students' low academic achievements included the followings:

5.5.1. Learner Absenteeism in Secondary Schools

Documentary review and analysis of the students' classroom attendance review in secondary schools confirmed that most of the students had attended school not more than three times a week. The research study revealed that students were laziest in their academic commitments for their academic progress, and others were concerned with work being done in the market to raise some money hence lowering their academic achievements. Students' absenteeism is correlated with poor academic achievements in schools. According to the research carried out by Mosibudi Dikgale (2012) in South Africa on the academic achievements of Grade 12 learners, absenteeism contributed negatively to poor academic performances of the learners in most secondary schools. He added that in the new dispensation, corporal punishment, which had previously been an acceptable means of disciplining learners, was abolished, and learners were made aware of their human rights. Badenhorst, Steyn, & Beukes (2007), cited in Dikgale (2012), indicated that the absence of corporal punishment eroded the authority of teachers and principals to the point that the maintenance of proper discipline as for now constitutes a thorny dilemma that impacted negatively on academic performances of learners. Absenteeism causes disruption in the classroom in the sense that truants need special attention from the teacher in his/her presence and cause a step backward to good attendees. This impacted negatively on the learners who regularly attend because they would have to wait for the teachers to help the truants to catch up. Wilson et al. (2008), cited in Mosibudi (2012), stated that the statistical layout on absenteeism is dependent on the degree of Mobilization of the teaching staff and other professionals along with a complex chain of detection, quantification, and intervention. They further stated that high-level recorded absenteeism is often an indicator of the shared concern amongst the teaching staff and agreement to fight the problem, which comes to light through more exhaustive attendance controls. Currently, one of the most prominent factors that affect the learning environment is the conduct of the learners. Moloi and Strauss (2005), cited in Mosibudi (2012), revealed that many learners have lost their culture of respect for and trust in their educators. One of the functions of educators in a classroom situation is to create a positive attitude in learners toward the subject matter. According to the Employment Act 76 of 1999, the functions of educators are to maintain an effective partnership between parents and schools to promote effective teaching and learning. It further states that teachers must develop systems for monitoring and recording learners' progress toward achievement of the target set (RSA, 1999; cited in Mosibudi, 2012). Kasanda (2003), cited in Cheliya, A (2016), in the National Assessment Survey carried out in Zambia in 1999 and 2003, attributes the poor academic performances of the pupils to learners' and teachers' absenteeism. When pupils missed lessons, they found it very difficult to catch up with learning because they missed many concepts in different lessons, which are vital in their learning. The end results of the practice are poor academic performance when such learners are presented for National Examinations point. Derkong-Dery (2018) agreed with the point, and he argued in his finding on the low quality of education in primary schools. He found that students came from schools back earlier before schools closed and went roaming in the markets during instructional time. He also found that many students usually abandon classes on the school working days, go to the market, collect traders' items, and sell them on the basis of commission. He concluded that absenteeism, particularly on market days, has serious negative consequences on the students' academic performance (Ibid). This supported the Millennium Development Goals (MDGs) report (2013), cited in Derkong-Dery (2018), which found that the standard of education in Ghana was very poor because students and teachers spent more times of schooling hours on markets, festivals, funerals, and their private jobs to the neglect of their teaching and learning.

5.5.2. Lack of Students' Motivation in Learning in Secondary Schools

Nevertheless, the research findings in the field study revealed that lack of learner's motivation in secondary schools was a major factor contributing to the students' low academic achievements. Students come to the schools and stay for more than 6 hours without food, and being pressurized for school fees payments makes them totally confused in the school environment. Lack of motivation in someone's life results in depression and loss of thinking capacity in someone's mind. To add to the above point, it is agreed that a lack of learners' motivation in any subject creates a negative attitude toward learning a particular subject, which always results in the creation of negative thoughts on the particular subject taught in the schools. A study in England noted many factors that influence both the rate and enjoyment of learning. Once an individual has experienced something and has stored that experience, he can refer to and use it at a later stage. As such, learning and memory are inextricably linked. The reward and punishment levelled at learners in the past will affect their motivation and attitude toward learning in the present. The expectations of others and the climate surrounding learners will determine their readiness to learn, resulting in learners performing poorly academically (Mullins, 2005:39; cited in Rammala, 2009). Another study from Gilman & Anderman (2006:375-391), cited in Rammala (2009), suggested that maintenance of high motivation influences psychological and social functioning and facilitates academic performance and positive school perceptions. Sinyosi (2015) found out in his mathematics research that learners experienced negative feelings about being in a mathematics class for various reasons, which included the following:

- Mathematics is not their favourite subject,
- Mathematics is a difficult and complicated subject,
- Learners do not see any future value of mathematics in their future, Teachers were not friendly to the learners, and
- Learners lacked passion for mathematics

5.5.3. Students' Low Attitudes toward Learning in the Learning Institutions

The research findings on the students' attitudes towards learning in secondary schools, the findings of the interviews, and the researcher's observational data analysed revealed that students' academic achievements were low because students were having low attitudes toward learning. The observational data obtained in the classrooms indicated that during the classroom observations in the field, most of the students' conduct toward learning in the school's environment was very poor. According to my own observation, most of the students were not committed to their studies, which was seen in the students' use of smartphones in the classrooms. Most of the students were chatting on smartphones while teachers were teaching, and others were answering phone calls while moving outside for proper communication leaving the classrooms without their teachers' permission. Hence, the research findings confirmed that students' academic achievements were low because of the learners' low interest in their educational learning in the schools. How can students who need to learn communicate in the classrooms where teachers are teaching? Attitudes are learned throughout life and are embodied within our socialisation process. All of us observe others and assess attitudes on the basis of communication style (verbal and nonverbal) and behaviour. This was an example of an informal approach, which is spontaneous and based on our understanding of social cues. We may be wrong in judging learners who turn up late for classes and do not ask questions. However, they may still hold very positive attitudes towards the subject that was being presented at that time (Rammala, 2009, P.19). The negative attitudes towards learning could result in learners performing poorly and preventing them from obtaining the required results for university entrance (Mullins, 2005: 365; cited in Rammala, 2009).

5.5.4. Peer Group Influence among Students in Secondary Schools

The researcher's point of view and the interview findings confirmed that most of the students go to the schools because others go, especially among female students, which was connected to adolescent times. This was seen in the academic performances in the examinations conducted where female students failed to some extent more than male students who have some commitments for their studies. Conclusively, the data collected revealed that peer group influences among the students had been confirmed as the major factor contributing to the low academic achievements among the students in secondary schools. More so, Rammala (2009), in her study, revealed that peer group influences among the students have a major hand in the low academic achievements of students in secondary schools. She added that students with low attitudes toward learning influence other students who are interested in their learning. She further added that Grade 12 level learners are always in the adolescent stage, and their future may be disrupted because of their attitudes and unacceptable behaviours in trying to impress their peers. (Sharry, 2007:1-3), cited in Rammala (2009), added that peer influences among the students always have negative impacts on the academic achievements of the students in the schools. Nevertheless, Maganga (2016) discovered that students' poor behaviours and influences are the most common factors causing their low academic achievements. Her research findings also found that since the schools do not have proper counselling programmes, young students may use their time uneconomically and waste time on non-academic activities, such as chatting on the internet, WhatsApp, and sending love e-mails on their smartphones. As a result, a lot of time is lost, and consequently, learners do not have enough time to review what has been taught in the classrooms. Her finding also revealed that despite these learners pretending to learn, they spend a lot of time on smartphones and have poor study habits (less concentration on studies). They do not have the skills to make a summary, fewer drills of doing questions, and poor concentration as they are interfered with by many non-academic issues. So the performance of these students cannot be expected to be good as they do not have plans on how to be effective as their counterparts. Measuring the impacts of either family or collective social capital on student outcomes is not simple. As it relates to schools, social capital is usually discussed in terms of networks among the students and the parents of the students who attend the school. Coleman, cited in Carnoy et al. (2007), used indicators of the family relations with the

community (e.g., the number of times the family has moved and whether they are churchgoing) to gauge the effectiveness of social capital on the risk of dropping out of high school. Another more indirect measure of family social capital effects is the degree of variation of average family SES across neighbourhoods and schools and the concentration of academically low- and high performing students in particular classrooms or schools. This is usually called a 'peer effect', with elements of social capital. It could also be the effect of parents' networks (or the lack of parents' networks) when highly or less-educated parents are concentrated in different schools (Betts et al., 2003; Willms, 1989; cited in Carnoy et al., 2007). More highly educated parents with more incomes are more likely to be active in their children's schools. Regarding the social capital on the peer influences among the students, it has been found and agreed that the lack of social networks among the students and their parents contributes to low academic performances. This is because most of the parents are from low SES status and have a low educational level to concentrate on their children's education in the schools and keep monitoring their children's progress in their schools.

Learners at the stage of form four are almost at foolish ages. The adolescent age is the age at which teenagers do things without consideration of the future effect. These aged learners need much counselling to manage the transition to higher education. Surprisingly, many schools within Ilala that could speak for other schools in Tanzania do not have a timetable for counselling young teenagers on academic matters and social life, including relationships, and school teachers doing counselling were not there. If they do their records of what exactly the counsellors were doing, it was not documented. The students of the schools that do counselling do well in the examination, for example, seminarians (Maganga, J 2016).

A study in the line with Evodia (2014), cited in Maganga (2016), established that many secondary schools in Moshi were not effectively practicing guidance and counseling. Thus, many learners were turning into Marijuana smokers, prostitutes, and drug addicts. Automatically, no one would expect that these students would have performed well in their examination, although the study was not directing itself on what effects students would experience academically.

5.6. Teachers-related Factors That Have Contributed to the Low Academic Achievements of the Students in Secondary Schools of Bor Municipal Council

- Objective Five

The fifth Objective of the research study was to explore the teachers-related factors contributing to the students' low academic achievements in secondary BMC. During his field data collection and analysis, the researcher discovered that teachers-based factors were many in lowering students' academic achievements. These teachers-based factors were categorised and presented as seen below:

5.6.1. Lack of Educators' Motivation in Secondary Schools

The research findings revealed that students' academic achievements were poor in secondary schools because no motivation was being given to the teachers from the state Ministry of education and at the Schools level. This made teachers work with a lot of stress and anger during their work hours, reducing their teaching morals and commitment to the work. Teachers' motivations in teaching go well with the students' academic achievements in the schools. Motivation is a fundamental recipe for the high-level academic performance of learners (Mosibudi, 2012). A learner can make good progress if he/she is motivated by his/her subject teacher. Effective teaching and learning cannot take place without the mutual relationship of the motivated teacher and learner to accomplish one mission which is good academic performance. Reluctant educators often avoid learners who fail to imitate them, and they can categorize such learners as having behavioural problems or being uneducatable. Lonson & Billings (2006), cited in Mosibudi (2012), also indicated that teachers who define students in such terms create a classroom environment that is not conducive to learning and achievements of good results but rather a place rooted in control and management. Such conditions would not help reluctant learners to achieve any success. On the contrary, educators are not motivated due to class size, school bureaucracy, nepotism in employment, and low salary increment, making teaching more stressful than fulfilling (Ibid). Mafunisa (2000), cited in Mosibudi (2012), stated that public officials, particularly at a lower level of supervision, are held accountable for adhering to the rules and work procedures and for advancing productivity. In his research findings, Wilson Sifuni (2013) discovered that the lack of motivation among teachers was one of the reasons for low performance. He argued that it was difficult for teachers to mark every student's provided feedback to the concerned students. Lack of commitment on the part of the students had an effect on their academic achievement, especially on their examination grades. He also added that both financial and non-financial motivations to teachers are useful to the teachers' working morals. He added that teachers' monthly salary was not enough for their normal daily life. His conclusion revealed that this condition forced teachers to conduct tuition during and after school working hours, which is illegal to the government as a means of raising money for better survival, reducing the time spent by teachers in the school compound during instructional hours.

5.6.2. Teachers' Absenteeism in Secondary Schools

Teachers' absenteeism in the research study has been discovered in the data analysed to have been the major factor for low academic achievements of the students in secondary schools. Teachers discovered that they were not committed to doing their job in the schools but to doing other work outside the school to get additional payments for a better life. Teachers' absenteeism makes students miss most of the lessons as planned and reduced the time available for the catch-up since there are only 90 days in a term for teaching and doing examinations in secondary and primary schools education policy. This was discovered during the documentary review of the teachers' attendance books in the daily running of the schools. Most of the teachers had attended not more than three times a week. Kasanda (2003), in the

National Assessment Survey, carried out in Zambia in 1999 and 2003, attributes poor pupil academic performance to the absenteeism of teachers and learners. When pupils miss lessons, they find it very difficult to catch up with learning because they miss many concepts in different lessons, which are vital in their learning. The end result of the practice is poor academic performance when such learners are presented for national examinations. The research study by Kasanda (2003), cited in Cheliya (2016), found that teachers' absenteeism was identified in a survey as a factor attributing to poor academic performance. According to UNESCO (2015), cited in Derkong-Dery (2018), teachers' absenteeism reduces the contact hours of the students. In Ethiopia, it was observed that two-thirds of the primary students were not actively engaged in learning. Loss of instructional time and its insufficient use are strong indicators of poor education quality. Quality education can be improved by improving supervision, training teachers, and empowering communities to supervise and monitor teachers' activities. Abadzi (2007), cited in Derkong-Dery (2018), asserted that effective utilization of instructional time in schools is a key factor that ensures deep learning. He also noted that much instructional time is wasted or lost due to teachers' lateness and absenteeism from the school, delay in posting teachers, funerals occasions, in-service training, strikes, and conflicts. Most of the time, pupils in the classes are left without teachers on the pretext that teachers have gone for their salaries. In some cases, a teacher may go away for a week without attending to his or her learners. Consequently, such teachers may fail to catch up with time. In the end, syllabi coverage in their respective subjects is highly affected hence resulting in the students' low academic achievements in their academic study (Ibid).

5.6.3. The Presence of Unqualified Teachers in Secondary Schools

The research study findings disclosed that students' academic achievements were poor in secondary schools since there were no qualified teachers in secondary schools. During the field study, the first question was on the teachers' highest qualification to be stated in their educational parts. The study findings revealed that most of the teachers teaching in secondary schools were graduates from non-educational fields. Some were in law departments, procurement, and public administration. The study also revealed that most of the teachers went out for better pays jobs in other sectors hence changing their professional work to a better-paying job. Therefore, in conclusion, there is no good performance without qualified teachers teaching the students, and the presence of unqualified teachers correlated with poor academic achievements of the students. Nghambi (2015,p.50) found that subject specialization in community secondary schools was not applicable as most of the teachers were hired based on arts subjects, and they later found themselves teaching Science subjects due to the shortage of science teachers. Zacharia (2002), cited in Nghambi (2015), argued that the quality of education depends on the quality of teachers. She added that teacher quality is essential for three major reasons:

- It is central to the development of the principal attitude toward learning and the self-image of the learners,
- It establishes a base upon which subsequent learning would be built, and
- It is essential to the improvement of the schooling quality

5.6.4. Lack of Teaching Experiences among the Teachers in Secondary Schools of Bor Municipal Council, Jonglei State

Teaching experience is the most important factor in delivering quality educational services to learners in learning institutions. Good qualifications are escorted by work experiences one got in the fields. The data collected and presented in chapter four in the data presentation represented the teaching experiences of the teachers in the secondary schools of Bor municipal Council of Jonglei State. As collected during the fields visit interviews with the respondents in various learning institutions, 58.3% represented the number of teachers who taught for One – Three (1-3) years in secondary schools, 25% represented the number of teachers who taught for Four-Six (4-6) years in the field, and finally, 16.7% represented the number of the teachers who had been teaching for more than Six (6) years and above in the secondary schools. In the data analyzed, the findings revealed that 58.3% percent of the respondents have less teaching experience compared to 25% and 16.7% who had been teaching for more than four years. Therefore, the data collected in table 5 revealed that students' academic performances were very poor due to the lack of teaching experiences among the teachers teaching students in secondary schools of Bor Municipal Council of Jonglei State. Lack of teaching experiences among the teachers created a major challenge in teaching the students, which led to the teacher-centered method of teaching neglecting the student-centered method as the modern teaching method recommended by educationists internationally. Educators' relationships with the learners were poor because most of the learners were dodging in the classrooms and others attended without participation during the lesson presentation.

Teachers without teaching experiences normally resorted to the teacher-centered method of teaching in education, which sometimes led to the banking concept in education (Freire, 1970 & 1993).

The teacher talks about reality as if it were motionless, static, compartmentalized, and predictable. Alternatively, he expounds on a topic completely alien to the existential experience of the students. His task is to 'fill' the students with the contents of his narrations which are detached from reality, disconnected from the totality that engendered them and could give them significance. Words are emptied of their concreteness and become hollow, alienated, and alienating verbosity. The outstanding characteristic of his narrative education, then, is the sonority of the words, not their transforming power, 'Four times four is sixteen; the Capital of Para is Belem'. The students record, memorise and repeat these phrases without perceiving what 'four times four' really means or realizing the true significance of 'capital' in the affirmation of 'the capital of para is Belem', that is, what Belem means for para and what para means for Brazil. Narration (with the teacher as narrator) leads the students to memorize the narrated content mechanically. Worse yet, it turns them into 'containers', and 'receptacles to be 'filled' by the teachers'. In the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider knowing nothing. Education must begin with solving the teacher-student contradiction so that both are simultaneously teachers and students. This solution is not (nor can it be) found in the banking concept. On the contrary, banking education maintains and even stimulates the contradiction through the following attitudes and practices, which mirror oppressive society as a whole:

- The teacher teaches, and the students are taught.
- The teacher knows everything, and the students know nothing.
- The teacher thinks, and the students are thought about.
- The teacher talks, and the students listen meekly.
- The teacher disciplines, and the students are disciplined.
- The teacher chooses and enforces his choices, and the students comply.
- The teacher acts, and the students have the illusion of acting through the teacher's actions.
- The teacher chooses the program content, and the students (who were consulted) adapt to it.
- The teacher confuses the authority of knowledge with his or her own professional authority, which he or she sets in opposition to the freedom of the students.
- The teacher is the subject of the learning process, while the pupils are mere objects.
- It is not surprising that the banking concept of education regards men as adaptable and manageable beings (Freire, 1970, & 1993).

Empirical evidence clearly shows that formal schooling plays an essential role in the enhancement of economic growth. Barro (1997), Krueger, and Lindahl (2001), cited in Nghambi (2015), stated that increasing economically productive knowledge and skills (e.g., literacy, numeracy, and problem-solving skills) can improve individual productivity and thereby increase individual earnings. Psacharopoulos (1994), in Nghambi (2015), said that apart from food, shelter, and clothes, education appears to be one of the most important needs of people in the contemporary world. So it secures and helps in the improvement of the life of people and increases their earnings. Nghambi (2015), in her research study, found and argued that non-participatory methodology was applicable in community secondary schools by the teachers teaching in those selected secondary schools. This situation implies that teachers do not use teaching aids; if this is the case, teachers remain the source of knowledge, and students become receivers. In a teaching context, this technique usually does not motivate students to learn, and then it eases the learner to forget what he or she has learnt. That is why during examinations, students do not remember what they were taught in classes due to the application of teacher-centered methods of teaching in the schools (Ibid).

6. Summary, Conclusions, Recommendations, and Further Area of Study

6.1. Introduction

This chapter presented a summary of the research study findings, conclusions drawn from the field of study, recommendations, and suggestions for further area of study.

6.2. Summary of the Major Findings

The purpose of the study was to determine the factors responsible for the low academic achievements of the students in the secondary schools of Bor Municipal Council, Jonglei State. This research study was guided by the objectives drawn from the research questions. The objectives were:

- To identify the environmental-related factors which contributed to the low academic achievement,
- To explore the school-related factors that were responsible for students' low academic achievements,
- To explore parents-related factors for the low academic achievement of students,
- To examine students and teachers-related factors that have been contributing to the low academic achievement of students in secondary schools of Bor Municipality of Jonglei State

The first research study findings included were based on the first research objective. The first findings indicated that the availability of poor learning structures in the learning institutions led to the students' low academic achievements in secondary schools of Bor Municipal council. Learning structures inhabited by bats, leaking of the learning rooms during the rainy times and the lack of electricity connections in the rooms, making it hot during the dry seasons, and lack of power at night for the students staying at the schools as boarding, and poor health facilities, for example, lack of toilets and bathrooms for both males and females students cannot facilitate on students better learning in the schools. The second major finding under the first objective was the long distance being travelled from home by learners and educators every day. There was too long distance being travelled by both learners and the teachers from homes to schools. This led to the late arrival of the students in the schools while the first lessons were being taught or led to the learners' total absenteeism from the school for the whole day hence missing the lessons. According to the interviews done with teachers in secondary schools, overcrowding of the students in the classrooms in secondary schools has been confirmed by the data collected in the study. There have been a large number of students being taught in one classroom. According to the teachers' responses, the physical location of the school was also founded to be a hindering factor toward students' academic achievements. Students go out of the school during school times, and it is difficult to trace them back since the school is located in the heart of the town.

The second major research findings were based on research objective two, which indicated the lack of libraries in the schools to be the major factor contributing to the low students' academic achievements. From the researchers' point of view, the availability of libraries has a direct influence on the students' performances. Students cannot do well in schools where there are no libraries. Furthermore, the lack of laboratories in schools has also been confirmed as another factor that has negatively impacted the students' academic performances. It has been found that teachers were teaching sciences like arts subjects which do not require laboratory work. More so, students' low academic achievements were found to be poor because of the lack of teaching aids and stationeries in the schools, for example, lack of books, exercise books, pens, blackboards, dusters, and mathematical instruments for their use in their own free times at home. The finding also

revealed that students were not making their own discoveries because they stayed aloof, waiting for the teachers' responses on the few available learning materials in the schools. Nevertheless, study findings revealed that most of the students use their mother tongue, especially female students because they fear speaking the English Language as the official language of instruction and communication in the schools. Some do not ask questions in the classrooms because they fear breaking English language in public.

The research study findings under objective three of the research study indicated that lack of employment for the parents and lack of sources of getting money to support students in their studies and provisions of food during schooling hours have been discovered to have been the cause of the low students' academic achievements in secondary schools of BMC.

The lack of food for the students during schooling hours was a major challenge. Furthermore, another finding indicated a lack of availability of educational material at home to supplement what had been taught in the schools. The presence of educational materials at home helps students to engage themselves in reading rather than going out for useless games. Nevertheless, parents' low educational level was among the factors contributing to the students' low academic achievements in Bor Municipal Council secondary schools. Most of the parents who had been interviewed had primary and below primary school level Certificates. Low parents' educational level correlated with children's poor academic achievements. These parents were not able to help their children do their homework assignments due to their low level of education. Another factor under objective three was overworking of the children by their parents, which resulted in students wasting a lot of time in the fields, leaving their academic work hence lowering academic achievement in school. Objective four of the research study findings revealed that students were laziest in their academic commitments for their academic progress, and others were concerned with their private work in the market to raise up some money. Students' absenteeism was a major factor that contributed to their low academic achievements since most of the lessons being taught in their absence made it difficult for students to catch up later. Lack of students' motivation in learning and lack of motivation in someone's life resulted in depression and loss of thinking capacity in someone's mind, low attitudes toward learning, and peer influences among the students. It was found that most of the students go to the schools because others go, especially female students. This was connected to adolescent times.

The last research findings of the study on objective five in the research study design included a lack of motivation being given to the teachers from the state Ministry of education and at the Schools level. This made teachers work with a lot of stress during their work, lowering their teaching morals and their level of commitment. Teachers' morals in teaching go with the students' academic achievements in the school. Motivation is a fundamental recipe for the high-level academic performance of learners. The more teachers are happy, the better ways they will teach the students. Not only that but teachers' absenteeism was also found to be among the factors causing poor academic achievements of the students in the secondary schools of Bor Municipal Council, Jonglei State. Teachers' absenteeism made students miss most of the lessons as planned and reduced the time available for the catch-up since there are only 90 days in a term for teaching and doing examinations as in the secondary and primary school educational policy. The research findings also revealed that there was a presence of unqualified teachers teaching in secondary schools of Bor Municipal Council, Jonglei State, South Sudan, and finally, lack of teaching experiences among the teachers was another factor that negatively affected students' academic achievements in the selected secondary schools of Bor Municipal Council of Jonglei State.

6.3. Conclusions

In line with the research findings on the factors contributing to the low academic achievements of the students in secondary schools of Bor Municipal Council, Jonglei State, South Sudan, the performances of the students have been poor from 2012-2017. Therefore, this research study concluded that the poor performances have been attributed to the number of factors that were presented. If these identified remain uncheckable, the situation may worsen in some years. Firstly, the schools' learning facilities in the learning institutions presented the worse part of the problem. Staying in classrooms that are leaking during the rainy season, having no power and being inhabited by bats and lack of health facilities in the schools remained a big challenge in the school learning environment. Students' performance would remain poor if the schools in question did not actively procure essential teaching and learning materials. Intensifying teacher monitoring by responsible officers and renovations of the existing poor structures would arrest the situation to some extent. Professional advice would, at any time, be provided where the need arises to ensure learners are given the quality and standard lessons for better results. Supervising officers in the schools under review need to devise workable systems that would motivate the teaching staff. Teachers need to cultivate the attitudes of hard work and self-supervisory to reach the desired goal of good performance in secondary school leaving examinations. Teachers should equally observe prudent time utilization and syllabus coverage. Schools and communities should have sound rapport and work together with a common understanding. Working in isolation despite being stakeholders would not improve the welfare of pupils in these learning institutions in question. Parents equally have a major role to play in their children's education. Taking a child to be enrolled in school is just starting point. Parental assistance in school assignments is vital and would go a long way. Parents should come on board and encourage their children to do the homework given to them. Even when they cannot give guidance on how to go about the same work, checking through what the child has learnt in school would motivate the child to do more in school.

6.4. Recommendations

Based on the research study field findings, the following were the suggestions and assumptions that might be the solutions to the hindering factors to the students' academic achievements in secondary schools of Bor Municipal Council, Jonglei State, South Sudan.

- The state Ministry of education and Parents should work hand in hand with the National Ministry of Education in providing learning/teaching aids to all secondary schools. These teaching aids should include textbooks, exercise

books, pens, Mathematical instruments, Computers, and other essential learning aids which are crucial in the school learning environment.

- The state ministry of education should source out for funds to go on with the renovations of the existing old buildings or constructions of the new better learning facilities in the schools' learning environment for better learning conditions and provisions of the health facilities in the schools' learning environment.
- The state Ministry of education and parents should look for a way to establish school dormitories to accommodate all the students and teachers to remain in the schools to reduce learners' / teachers' absenteeism in the schools.
- The state ministry of education and the head teachers in the schools should intensify both internal /external monitoring and supervision in all the schools to reduce the teachers' absenteeism in the schools.
- Secondary Schools with the state Ministry of education should motivate and manage teachers properly to improve on the provisions of the quality education.
- Cases of the absenteeism of teachers and students cannot be condoned in all the secondary schools of Bor Municipal Council.
- The government should send more qualified teachers to all the affected secondary schools and provide teacher training to all the teachers in secondary schools and the state ministry of education.
- Secondary Schools should sensitize parents and the communities on the importance of girl child education so that issues of parents withdrawing learners from the schools and putting them into the labour wages decrease and encourage them by providing educational resources at home.
- Educational policymakers in the state ministry of education and the National Ministry of general education should ensure that schools are equipped with all the necessary physical and material resources. The state ministry of education should ensure that school administrators and teachers are offered in-service training on the factors influencing school effectiveness and develop proper monitoring tools to evaluate school effectiveness.
- Parents and the general communities should be informed through public meetings and parents-teachers association meetings on the need to support the teaching/learning process and offer moral support to the teachers and the school administration. The schools should ensure that they hold academic clinics at the beginning of each term with the parents of the learners who performed poorly to explore possible measures that should reduce the students' poor performances.
- Teachers should always discuss academic progress with individual learners as a form of monitoring progress. Teachers should ensure and adequately communicate expectations for success to pupils and ensure prudent time management for syllabus coverage.
- The state ministry of education should set up counselling centres for counselling programs in the schools to counsel the students to reduce their poor attitudes toward learning in the schools, which resulted in low academic achievements and peer influences in the schools, which resulted in students dropping out of schools sometimes if the learner is not counselled.
- Government must deploy adequate teachers to secondary schools where staffing is inadequate to reduce classroom overcrowding.
- The state Ministry of education should set up the school libraries and equip them with all the textbooks for better reading for the students in the schools and making better learning in science subjects using experimentations in the laboratories.

6.5. Suggestion for Further Area of Study

- The researcher suggested that a similar research study should be carried out in Bor Municipal Council secondary schools on the factors that have been confirmed to have contributed to the students' low academic achievement in secondary schools of Bor Municipal Council, Jonglei State.
- A similar study should be conducted outside Jonglei State on the factors that have been confirmed to have contributed to students' low academic achievements at Bor Municipal Council secondary schools to compare these factors to other factors in other areas in South Sudan.
- Another study should be done on the factors affecting the high academic achievements of the students in Bor Municipal council Secondary schools of Jonglei State, South Sudan.

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8. List of Abbreviations and Acronyms

BMC= Bor Municipal Council
 CIPP= Context Inputs Processes and Products
 CPA= Comprehensive Peace Agreement
 DG= Director General
 Dr. JGMUST= Dr. John Garang Memorial University of Science and Technology
 DSS= Directorate of Secondary Schools
 EFA= Education for All
 FGD= Focused Group Discussion interviews
 HDI= Human Development Indices
 KII= Key Informant Interviews
 LOI= Language of Instruction
 MDGs= Millennium Development Goals
 MIE= Multicultural and International Education
 MoE= Ministry of Education
 MoGEST= Ministry of General Education, Science and Technology
 NGOs= Non-Governmental Organisations
 NORAD= Norwegian Agency for International Development
 PTAs= Parents Teachers Associations
 RIG= Respondents Interview Guides
 SDF= School Development Funds
 SES= Socio-Economic Status
 SSCSE= South Sudan Certificate of Secondary Education
 SSD= Secondary Schools Directors
 UNESCO= United Nations Educational, Scientific and Cultural Organization

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Appendices

Appendix A

Learners Focus Group discussion Interviews Guide

Students' focus group discussion interviews were carried out, and audio tape recorders were used in addition to the note-taking in case the device was not functioning well to avoid loss of information on the process.

Respondent's Gender-----

Respondent's Age-----

Interview Date-----

Educational level of the Respondent-----

In order to obtain valid data from the students, the following questions were asked of the students for their focus group discussion interviews:

1. What are the challenges facing you when you are in the school learning environment?
2. How are the home activities controlling you from concentrating on your studies after school hours?
3. Discuss the school factors that control you from obtaining high score marks in your school examinations
4. What are the socio-economic factors affecting your low academic achievement in school?
5. How are these socio-economic factors identified affecting your low academic achievement?
6. How are the cultural activities controlling you from your studies?
7. Why do you think your relationship with your school teachers and school administration affects your academic achievement?

Appendix B

Structured Teachers' focused group discussion Interview guide

Here, note-taking and an audio tape recorder device were used to secure the interruptions that may lead to loss of data in case the device failed to respond. The interviews were groups' interviews among the respondents and were guided by the researcher.

Respondent's Qualification -----

Respondent's Age -----

Respondents' Gender - -----

Respondent's Teaching Experience-----

Interview Date -----

The following structured questions were asked from the focused group discussion interviews to guide the researcher in obtaining valid data from the respondents:

1. What environmental challenges are you facing as a teacher in delivering your educational service to the learners?
2. How are these environmental factors affecting the students' low academic achievement?
3. Discuss why you think the motivations you normally receive as recognition for your work from your school administration affect learners' low academic achievement.
4. How are these socio-economic factors that you are facing in delivering your educational service affecting the students' low academic achievement?
5. What are the school-related factors you face in delivering your daily work activities?
6. How are these school-related factors identified affecting the students' low academic achievement?
7. How can these problems you face in delivering quality services to the learners be eliminated?

Appendix C

Parents' focus group discussion Interviews guide

Here, an audio tape recorder and note-taking were used in the process. These two tools were used to reinforce each other in case one tool was not going to work properly.

Respondent's Age-----

Respondent's Gender-----
Respondent's Educational level-----
Respondent's Economic status-----
Interview Date-----

1. What are the factors hindering your roles as parents in school management and planning?
2. Why do you think it is difficult for you as parents to increase students' academic achievement?
3. Describe how the socio-economic factors are hindering your child's academic achievement.
4. What are the school-related factors you have identified as parents as barriers affecting students' low academic achievement?
5. How are these school-related factors identified by you as parents affecting the students' low academic achievement?
6. How can these challenges you are facing in raising quality education for your children be eliminated?

Appendix D

Structured Key Informant Interview (KII) guide for Secondary Schools Directors in the State Ministry of General Education, Jonglei

An audio tape recorder was used and supplemented by note-taking to avoid data loss in case the audio recorder was not going to work.

Respondent's Age-----
Respondent's Gender-----
Respondent's Qualification-----
Respondent's work Experience-----
Interview Date-----

The following structured questions were asked by each director and guided by the researcher in obtaining the data:

1. What are the challenges the directorate of secondary education in the state ministry of Education is facing in improving learners' low academic achievement?
2. What are the environmental factors that contribute to the students' low academic achievement?
3. How are these environmental factors affecting the students' low academic achievement?
4. Describe the how the school-related factors are affecting students' low academic achievement.
5. How are the socio-economic factors the directorate of secondary school is facing affecting the students' low academic achievement?
6. How can these barriers affecting learners' low academic achievement be eliminated?

Appendix E

Observational Data Check Lists

The researcher used note-taking and visual photo-taking as a tool for data collection in the process of the observations since the observation was not covert to the participants. The observation focused on the following areas:

The following were the areas of observation focused on by the researcher:

- Classrooms Arrangement -----
- Teacher Students Ratio-----
- School Starting Hours and closing -----
- Lessons presentation-----
- School outside Environments -----
- Teachers Teaching Methodologies/styles-----
- School Facilities Available -----
- Student's conduct toward learning in the school environment -----
-
- Administrative structures of the school and the state Ministry of education-----
-

Appendix F

Documentary data Analysis Sources

Under these sources, the tools used in obtaining data from the documents viewed were note-taking and visual photo-taking from the books to guide the collection of valid data from the field.

The following were the sources of documentary analysis for data collection.

1. Teachers' scheme of work
2. Teachers lesson plans
3. Teachers' attendances books
4. Students' attendance books
5. Staff check in and check out book in the directorate of the secondary department in the ministry of education in the Jonglei State.
6. Teachers' notes books

Appendix G

Structured Key Informant Interviews (KII) Guide for Secondary School Headteachers

The instruments used in the data collection were Audio tape recorders, which were supplemented with note-taking in the process.

School Code-----

Interview Date-----

Respondent's Age-----

Respondent's Gender-----

Respondent's Qualification-----

Respondent's Experience-----

The following questions were asked by the head teacher of the respective selected secondary school within the Bor municipality:

1. What challenges do school administrations face in trying to improve the learners' low academic achievement?
2. What are the environmental challenges identified by school administration contributing to the students' low academic achievement?
3. Based on your view, describe how the socio-economic factors are contributing to the low academic achievement of the students in your school.
4. What are the school-related factors affecting the low academic achievement of the students in Bor Municipality secondary schools?
5. How are school-related factors identified affecting students' low academic achievement?
6. How can these barriers affecting students' low academic achievement be eliminated?

Appendix H

Introductory letter from Oslomet-Oslo Metropolitan University to the State Ministry of Education, Science and Technology, Jonglei

