THE ROLE OF GEOGRAPHY AS A SUBJECT IN PREPARING
LEARNERS FOR CAREER PATHS: A STUDY OF SECONDARY
SCHOOLS IN UASIN GISHU COUNTY, KENYA

BY

KIPSAAT, ELIAS KIPKOEI

E55/20098/2012

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY

NOVEMBER, 2016
DECLARATION

I confirm that this research thesis is my original work and has not been presented in any other university/institution for certification. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics pictures or tables have been borrowed from other works-including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Signature…………………… Date…………………………

Kipsaat, Elias Kipkogei
E55/20098/2012

We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University supervisors.

Signature…………………… Date…………………………

Prof. Henry Okello Ayot
Department of Educational Communication and Technology
Kenyatta University.

Signature…………………… Date…………………………

Prof. Samson Rosana Ondigi
Department of Educational Communication and Technology
Kenyatta University.
DEDICATION

This work is dedicated to my brothers Jonah, Eric and Josphat for their support and to my parents, David and Pauline Tunduría for their love for education.
ACKNOWLEDGEMENT

My sincere gratitude goes to my university supervisors, Prof. Henry O. Ayot and Prof. Samson R. Ondigi for their dedicated guidance and professional support which inspired me to complete this work. Thanks to the lecturers and other members of staff in the Department of Educational Communication and Technology for their insightful thoughts during the entire study period.

I extend my profound gratitude to my classmates Nelson, Pharis, Sheila, Kennedy, Rosemary and Naomi for their moral support and encouragement. Special thanks to Wilson for providing guidance during data analysis and to the respondents who participated in this study.

Above all I express my heartfelt appreciation to my parents David K. Tunduria and Pauline C. Tunduria for their support throughout the study.

May God Bless and reward you all abundantly.
# TABLE OF CONTENTS

DECLARATION ................................................................................................................................. ii  
DEDICATION ................................................................................................................................. iii  
ACKNOWLEDGEMENT ................................................................................................................... iv  
LIST OF TABLES ............................................................................................................................ viii  
LIST OF FIGURES ......................................................................................................................... ix  
ABBREVIATIONS AND ACRONYMS ............................................................................................. x  
ABSTRACT ...................................................................................................................................... xi  
CHAPTER ONE ................................................................................................................................. 1  
INTRODUCTION .............................................................................................................................. 1  
1.2 Statement of the problem ........................................................................................................... 8  
1.4 Research Questions .................................................................................................................. 10  
1.5 Significance of the study ........................................................................................................... 10  
1.6.1 Limitations of the study ....................................................................................................... 11  
1.6.2 Delimitations of the study ................................................................................................... 11  
1.7 Assumptions of the study ......................................................................................................... 12  
1.8 Theoretical Framework .......................................................................................................... 12  
1.8.1 Summary of the Theory ..................................................................................................... 14  
1.8.2 Conceptual Framework ...................................................................................................... 15  
1.9 Operational definition of terms ............................................................................................. 18  
CHAPTER TWO ............................................................................................................................... 20  
LITERATURE REVIEW .................................................................................................................. 20  
2.0 Introduction .............................................................................................................................. 20  
2.1 History of the development of Geography as a discipline ...................................................... 20  
2.2 Teaching and learning for skill acquisition ............................................................................. 22  
2.4 Subject Choice and career Preferences .................................................................................. 25  
2.4.1 The role played by geography subject in the school curriculum ....................................... 29  
2.5 Summary of Literature Review ............................................................................................... 32  
CHAPTER THREE .......................................................................................................................... 33  
RESEARCH DESIGN AND METHODOLOGY .......................................................................... 33  
3.0 Introduction ............................................................................................................................. 33  
3.1 Research Design ..................................................................................................................... 33
APPENDIX B: INTERVIEW GUIDE SCHEDULE ............................................... 79
APPENDIX C: TARGET POPULATION ..................................................... 80
APPENDIX D: TIME SCHEDULE .............................................................. 81
APPENDIX E: LETTER OF INTRODUCTION ............................................. 83
APPENDIX G: RESEARCH AUTHORIZATION .............................................. 85
APPENDIX H: MAP .................................................................................. 86
LIST OF TABLES

Table 1.1 table showing number of KCSE geography students (2008-2012) ...................... 5

Table 1.2: Table Showing Performance in Geography (2008-2012) .......................... 6

Table 3.1 Sampling grid ........................................................................................................ 37
LIST OF FIGURES

Fig.1.1; Conceptual Framework .................................................................................. 16

Figure 4.1: Age of students ....................................................................................... 45

Figure 4.2: Gender of the students ........................................................................... 46

Figure 4.3 Career aspirations of students .................................................................. 47

Figure 4.4: Reasons behind the choice of geography over other subjects ................. 52

Figure 4.5: Relevance of geography in understanding societal problems ................. 55
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACARA</td>
<td>Australian Curriculum Assessment and Reporting Authority</td>
</tr>
<tr>
<td>ASAL</td>
<td>Arid and Semi-arid Lands</td>
</tr>
<tr>
<td>CCGE</td>
<td>Canadian Council for Geographical Education</td>
</tr>
<tr>
<td>GCSE</td>
<td>General Certificate for Secondary Education</td>
</tr>
<tr>
<td>GEB</td>
<td>Gesselschaftfur Erdkunde zu Berlin</td>
</tr>
<tr>
<td>GEES</td>
<td>Geography Earth and Environmental Studies</td>
</tr>
<tr>
<td>GIS</td>
<td>Geographic Information System</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>IGU</td>
<td>International Geographical Union</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
</tr>
<tr>
<td>RGS</td>
<td>Royal Geographical Society</td>
</tr>
<tr>
<td>SGP</td>
<td>Société de Géographié de Paris</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
</tbody>
</table>
ABSTRACT
Subject choice marks the beginning of a learner’s career path because most learners choose the subject based on their passion and interest. This study sought to identify career aspirations of secondary school students who opt to study geography; to identify reasons why students choose geography as a subject over other optional subjects in the same category and to establish geography subject’s relevance in understanding societal problems. The study was guided by Donald Super’s Vocational Development Theory because it focuses on an individual’s career development stages. The literature was reviewed according to: 1. History of the development of geography as a discipline; 2. Teaching and learning for skill acquisition; 3. Career aspirations and expectations of students and Geography’s role in the Curriculum. Descriptive survey design was employed because the respondents are given an opportunity to express their views and it determines and reports things the way they are. A sample of 260 form three geography students was obtained through simple random sampling technique from a target population of 868 students from 21 county schools in Uasin Gishu County. Data collection tools were: student’s questionnaire and student’s interview guide schedule. Data was analyzed by transcription and assigning codes according to the objectives of the study. The codes for each objective were recorded in a codebook. All the coded questionnaires were entered into the SPSS program and run descriptive statistics. Data was presented in form of pie charts and bar graphs. The findings indicated that 31% of geography students aspire for careers related to cartography and GIS, and 9% of students aspired for careers related to geographic education. The findings also indicate that 93.8% agreed that they chose geography because they love and understand it while 57% of the respondents felt that the teacher has influence on the learner’s choice of a subject. 74.6% of the respondents felt that Geography subject is relevant in understanding environmental degradation while (45.8%) felt that the subject is least relevant in understanding drug abuse and violence. Recommendations made are that learners should be encouraged to choose geography subject as it can lead to various careers. Geography should be made compulsory among all the secondary school students because its importance in attaining a clean environment and sustainable development cannot be underestimated.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The subject geography is taught with the objective that learners will acquire basic foundation skills so as to propel them towards making valuable contributions to the society. These contributions can be made through the acquisition of basic foundation skills as well as in the world of work. Geographic education can lead a learner into pursuing various career paths. In Britain the British geography curriculum puts emphasis on development of skills needed to carry out geographical inquiry, map work, and fieldwork, Clifford (2013). The fact that geography subject is optional in the Kenyan curriculum, means the students who choose the subject should be enlightened on the careers that geography subject can lead them to.

A study carried out by Research Division of Cambridge Assessment (2007) on the patterns of uptake and factors affecting subject preferences of 6000 A level students in England found that students think the subject chosen would be enjoyable and interesting; useful for their future or that they performed well in the subject at the GCSE examinations. This is an indication that students choose subjects which they believe will equip them with knowledge and skills that will suit their career interests. It is in this context that various countries have designed
their geography curriculum to impart knowledge and skills for sustainable
development. The Australian Curriculum identifies the skills, behaviours and
attributes that students need to succeed in life and work. The curriculum provides
students with abilities to investigate the current geographical events and allow
them to evaluate their findings against the criteria of environmental sustainability,
economic viability and social justice, ACARA (2011).

The geography curriculum in Ireland has been developed to cover aspects of
human environments and environmental awareness and care; (Government of
Ireland, 1999). The learners are given opportunities to develop important
geographical concepts and skills. Mere rote memorization of physical features,
towns and countries is discouraged as it contributes little to the learning process
which is concerned with the development of very distinctive geographical skill.

Whereas the Report of Kenya Education Commission, (1964) emphasized the
need for trained manpower and National Unity, The Report of the National
Committee on Educational Objectives and Policies, (1976) noted the need to
relate education and employment. The Report recommended that the talent and
personalities of individuals be fully developed within the context of social mutual
responsibility. Learners are expected to make positive contributions to the society
on completion of school. The Kamunge Report, (1988) recommended that the
concepts of mutual social responsibilities and cooperative efforts be taught at all
levels of education through practical participation in community/group work in school and out of school activities organized or supported by the school.

In Kenya, the geography curriculum has been designed so as to suit the national goals of education. Advancement in any subject leads to a career related to that subject, Mawe, (2005). There are careers that require knowledge and application of geographical skills. Such careers are in the field of survey, cartography, photography, wildlife and tourism. Technological advancement has seen the increase in geography based careers such as map interpretation using computer software. The skills that one uses in geographical studies make an individual to have a potential interest to a wide range of employers such as development aid agencies, environmental work using GIS, census/population studies and tourism.

According to White (2007), students’ perceptions on their ability in particular subjects influence their decisions. Subject areas are most commonly chosen for reasons, relating to enjoyment but occasionally related to vocational ambitions therefore, the career paths that students who opt for geography subject aspire for should be established.

There is need to establish from learners who have chosen geography their reasons for choosing it over other subjects in the same category. A study carried out by Adeyemi (2009) on factors influencing the choice of geography as an optional subject in secondary schools in Botswana found out that the learners opted to study geography because it was easy to pass.
There has been a significant drop in the number of students that choose geography subject in secondary schools. According to Bardecki (1989), there has been a decline in enrolment into secondary school geography in Ontario province of Canada. The study notes that there was a decline of 21.2% in student numbers since 1972. In Kenya, the number of students who opt for geography in secondary school is lower than the other subjects in the same category.
Table 1.1: Number of KCSE geography students (2008-2012)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRE/CRE/HRE</td>
<td>197,384</td>
<td>226,436</td>
<td>240,939</td>
<td>302,848</td>
<td>331,249</td>
</tr>
<tr>
<td>Geography</td>
<td>109,745</td>
<td>112,446</td>
<td>120,150</td>
<td>121,152</td>
<td>116,687</td>
</tr>
<tr>
<td>History</td>
<td>182,850</td>
<td>210,622</td>
<td>224,823</td>
<td>267,537</td>
<td>293,117</td>
</tr>
</tbody>
</table>


From the table above it is clear that the number of students who have been sitting for geography exams is low compared to that of other subjects. There seems to be little reaction to this low enrolment from educationists. The subject’s role ought to be established because from the table above the number of students who sat for History is double that of geography while those who sat for religious studies in 2012 triples the geography students yet they are all in the social studies group. This is a worrying trend and therefore this study sought to establish the relevance of the geography subject and the reasons why the learners opted for the subject over the other subjects in the same category.

The relevance of geography subject should be brought to fore so that more students are knowledgeable on the role that geography subject plays in dealing with societal problems. Knapp (1987) notes that if a subject is seen to be useful, it has a place in the students’ timetable. In order to increase enrolment in geography, the importance of geography subject should be emphasized.
The subjects in the curriculum all focus on knowledge and skill acquisition towards the betterment of the individual and the society. Haines (2006) notes that infusing skills with subject area content, and especially cross-curricular content provides students with a strong learning capacity and helps them retain the learning for ongoing use. Since each of these subjects is unique in its own way geography’s place should be established.

Statistics have indicated a progressive improvement in the performance of geography as illustrated below.

**Table 1.2: Performance in Geography (2008-2012).**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>37.0</td>
<td>38.9</td>
<td>40.1</td>
<td>41.65</td>
<td>46.58</td>
</tr>
<tr>
<td>CRE</td>
<td>50.4</td>
<td>42.8</td>
<td>44.1</td>
<td>48.93</td>
<td>44.03</td>
</tr>
<tr>
<td>IRE</td>
<td>54.7</td>
<td>48.5</td>
<td>49.9</td>
<td>43.07</td>
<td>32.13</td>
</tr>
</tbody>
</table>


The objectives of geography syllabus in Kenya require learners to; appreciate the importance of learning geography, acquire knowledge of available natural resources and demonstrate ability and willingness to utilize them sustainably and demonstrate the acquisition of positive attitudes, values and skills for self reliance (KIE, 2002). The instructional strategies should therefore involve activities that
enable learners to discover their areas of interest and put into practice the pedagogical approaches that prepare learners to suit their careers. Aydin (2011) notes that methods used in geography lessons are generally inefficient for students to learn issues and to use what they have learned. Mostly teacher centered methods are used and students are passive.

The society in Kenya is faced with various challenges ranging from unemployment, environmental degradation traffic congestion and drug abuse. For a country to enjoy socio-economic progress, education and training is paramount. It is projected that with an educated and well trained manpower, Kenya will be able to become a middle income economy by the year 2030, Vision 2030, (2007). Education and training should therefore consider the role of geography in instilling learners with basic foundation skills to tackle the various challenges faced in the society. On completion of high school learners are expected to join college to study courses that will determine their career paths. Therefore this study sought to establish the role of geography as a subject in preparing learners for career paths among secondary school students in Uasin Gishu County, Kenya.
1.2 Statement of the problem

Geography is one of the subjects in the secondary school curriculum whose aims and objectives have been derived from the national goals of education one of which is that the learner should be self reliant and productive in the society. When the geography syllabus is covered well and its content taught according to the national goals of education, it is expected that the learner will be able to acquire knowledge and skills during classroom interactions and practical activities which will enable him/her to be prepared for a career in life as well as pursue further studies which will prepare him for the world of work. The teaching and learning of geography has, however not met its objectives in terms of realization of national goals of education as stipulated in the geography syllabus due to the way it is taught. Most classroom interactions have been marked with rote memorization of facts and standardized assessment tests.

The extent to which classroom interactions impart learners with basic knowledge and skills in order to realize the eight goals of education one of which expects a learner to be self-reliant and productive should be established. In addition, according to the vision 2030, Kenya aims to be a nation that has a clean, secure and sustainable environment by 2030. This vision hinges on the land cover and land use mapping initiatives, solid waste management system initiatives, securing the wildlife corridors and migratory routes initiative, the water catchment management initiatives, improving the capacity for adaptation to global climatic change, and overall environmental sustainability. These initiatives would be
possible through application of knowledge and skills with a background in geography. Furthermore, there are careers that need a background in geography subject such as cartography, geology and hydrology. It is with this backdrop that the study of geography is central in the realization of these goals. Therefore there is need to explore the relevance of geography subject in addressing important societal issues and instilling basic knowledge and foundation skills to learners that will make them have positive contributions to the society. Therefore this study sought to establish the role of the geography as a subject in preparing learners for career paths long after schooling among secondary school students in Uasin Gishu County, Kenya.

1.2.1 Purpose of the study.

The purpose of the study was to establish the role of geography as a subject in preparing learners for career paths among secondary school students in Uasin Gishu County, Kenya. Findings and recommendations from this study would give an insight into the extent to which classroom interaction equips learners with knowledge and skills that would prepare them for various career paths.

1.3 Objectives of the study.

The objectives of the study were:

i. To identify career aspirations of secondary school students who opt to study geography.
ii. To identify reasons why students choose geography as a subject over other optional subjects in the same category.

iii. To establish geography subject’s relevance in understanding societal problems.

1.4 Research Questions

The following research questions guided the study;

i. What are the career aspirations of secondary school students who opt to study geography?

ii. What are the reasons for the choice of Geography as a school subject over other subjects in the same category?

iii. To what extent does learning of geography enable learners to understand societal problems?

1.5 Significance of the study

The findings of the study would enlighten teachers on the career aspirations of geography students. The data on the reasons as to why learners opt to choose geography over other subjects would enlighten the teachers on the ways of making the subject to be chosen by more students due to the current small number of students who opt to study geography. The study would also provide information on the relevance of geography in understanding societal problems.
thereby giving insights into the areas that geography syllabus needs to address so as to make learners fully equipped to bring positive contributions to the society.

1.6.1 Limitations of the study

The following were the limitations of the study;

The study only concentrated on how teaching and learning of geography equips learners with foundation skills to prepare them for the world of work. The questionnaire sought information on careers related to geography only. A more conclusive study should have included all subjects but due to length restrictions this was not possible. Therefore the findings should not be generalized to all subjects in the curriculum. The respondents only involved form three geography students.

1.6.2 Delimitations of the study

The study narrowed down to secondary schools in Uasin Gishu County. The review of literature only concentrated on geography related research since the study is only focusing on geography subject. Due to length restrictions the questionnaire did not solicit data for comparison between subject areas. The generalization of the findings was therefore limited to Uasin Gishu County because the study was conducted in that County alone.
1.7 Assumptions of the study

The study was dependent on the following assumptions;

i. That all the geography students are exposed to the same secondary school geography curriculum which has uniform objectives.

ii. That the secondary school students have in mind the careers that they intend to pursue in future.

iii. That teaching and learning of geography subject influences secondary school students to make predictions on careers they intend to pursue in future.

iv. That teaching and learning strategies influences students’ interests for different career paths.

1.8 Theoretical Framework

The study was guided by Donald Super’s Vocational Development theory (1957). Super’s theory approach focuses on how children develop career interests and takes both environmental and internal processes equally into account. Super believed that the degree to which a given individuals career development is successful depends on how well that person is able to identify and implement higher career self concept. According to Super, one’s career concept is directly influenced by personality, abilities, interests, experiences and values and the ways
in which one integrates these characteristics into life roles. As one experiences new situations and learns more about the world of work, he/she is likely to develop a new set of interests, new possibilities of expressing self concept and find new ways of integrating one’s values into the career choice process.

Super described career development as consisting of five distinct stages. The first stage, Growth, which begins from birth up to the age of 14, involves people forming attitudes and behaviors that are important for the development of their self concept and learn about the general nature of the world of work. Exploration (15-24) is considered to be the heart of career decision making process as it consists of three major development tasks: Crystallizing, Specifying and implementing career choice. During crystallizing task, career dreaming occurs but most of the options identified at this stage are more idealistic than realistic. The specifying task of career exploration involves narrowing down career aspirations to a few options worthy of more detailed exploration. Implementing a career choice means obtaining relevant education and training related to an occupation. It is an advanced phase of career exploration but not the end of it.

The third stage, is Establishment, (25-44 years). Work experience associated with the career is obtained. It is a time for trying out the choice to determine if it is a good one while in Maintenance stage (45-64), the stability within a career becomes the primary objective. Most persons in the maintenance stage continue to improve working conditions and experience growth and development within their
chosen careers. The final stage is Decline/disengagement (65+) which is marked by reduction in the role that particular work plays in one’s life. Individuals in the disengagement stage make a decision to retire or change careers altogether.

Each stage has a unique set of career development tasks and accounts for the changes and decisions that people make from career entry to retirement. These five stages are not just chronological. People cycle through each of these stages when they go through career transitions.

1.8.1 Summary of the Theory

Super (1957) demonstrates that career decisions develop throughout the lifetime of an individual. Time and experience change the life situations of an individual and therefore people make career decisions as they go through different stages of their lives. Kail and Cavanaugh, (1996) argued that economic conditions and opportunities also shape career development and that changing times and circumstances can force individuals to take new, often unexpected career paths.

This theory fits the study because learners in the secondary school are aged between 15 and 19 years of age; exploration stage (15-24). It is at this stage that they explore their career prospects by obtaining relevant training and education and one narrows down career aspirations to a few options worthy of more detailed exploration. Learners in secondary schools realize their areas of interest and choose subjects that will play a major role in their future careers. The subjects chosen and the career decisions they make will influence their lives.
1.8.2 Conceptual Framework

Orodho, (2005) defines a conceptual framework as model of representation where a researcher conceptualizes or represents relationships between variables in the study and show relationships graphically or diagrammatically. The conceptual framework of the study is illustrated thus;
Fig.1.1; Conceptual Framework

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Intervening variables</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career aspiration of geography students</td>
<td>Factors that influence choice of geography</td>
<td>Teaching strategies</td>
</tr>
<tr>
<td>Relevance of geography in understanding societal problems</td>
<td>Teaching methods</td>
<td>Choice of a career in the field of geography</td>
</tr>
<tr>
<td>Teacher’s attitude towards geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner’s attitude towards geography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher
The independent variables are divided into five sections. The first section is concerned with the student’s career aspirations. The second section of the variables concerns the factors that influence students to choose geography while the third section is the relevance of geography in understanding societal problems. Teacher’s and learner’s attitude towards geography comprise the fourth and fifth level. The intervening variables influence the students’ interests and career goals as he/she is being taught. Choice of a career in the field of geography constitutes the dependent variable.
1.9 Operational definition of terms

**Career aspirations** are the ambitions that the learner would like to achieve but are too ideal to reach.

**Career expectation** refers to an occupation that students think they can reach.

**Career** is an occupation or a profession for which the learner would like to engage in as a source of income on completion of school. The career in mind is of any nature and can be or cannot be related to geography subject.

**Career Path** refers to a group of jobs within a career cluster that use similar skills. Each career cluster contains several career paths.

**Career preparation** refers to the acquisition of knowledge and skills suitable for the learner to use them in the world of work on completion of school.

**Curriculum** is the planned interaction of learners with the content in geography subject, materials and process of learning for the attainment of knowledge and skills suitable for the world of work.

**Geography** is a study of man’s relations with the environment with an objective of making learners aware of their societies and have access to knowledge and skills to enable them to be productive in society.

**Preferred Career** refers to the value and interest an individual places on one occupation or profession compared to others.
**Role of geography** refers to accurate perception of what studying and practical activities in geography subject prepare learners for jobs.

**Skills** refers to basic abilities obtained in the learning process of geography subject which enable the learners to do something well.

**Sustainable development** refers to proper use of resources while ensuring that the needs of future generations are not compromised.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section presents a review of literature related to the study by giving a brief history of the development of geography as a discipline followed by the following sub sections derived from the objectives of the study; career aspirations and expectations, Teaching and learning for skill acquisition, career choice and preferences and role played by geography subject in the curriculum. Finally a brief summary of the literature reviewed is outlined.

2.1 History of the development of Geography as a discipline.

The origins of modern geography can be dated back to Western Europe in the century after Columbus who was an explorer engaged in the mercantilist Atlantic trading system which linked the established European Nation States with the American New World. Modern geography encompassed both the technical, mathematical skills of navigation and map making as well as literacy and descriptive skills of those who wrote numerous accounts of the flora, fauna, landscapes, resources and peoples of distant regions. By the eighteenth century-the era of the European enlightenment, the teaching of geography had become critically important in the creation of new, distinctively modern forms of popular national and imperial identities, (Clifford, 2009).
The year 1769 when James Cook first sailed into the Pacific was a genuine turning point in the development of modern geography, Stoddart, (as cited in Clifford, 2009) notes that Cook’s journeys not only opened up the Australian landmass with its unique flora and fauna but were specifically intended to achieve scientific objectives. In the 19th century there was establishment of geographical societies which included SGP in Paris in July 1821, GEB in Berlin in April 1828 and the RGS in London, 1830. These societies supported explorers and it constituted scholars who made remarkable changes in the advancement of geography, (Clifford, 2009). The RGS improved the reputation of geography by sponsoring explorers and by the end of the First World War geography was a popular discipline in all levels of the British Education System.

In the last quarters of the nineteenth century, criticism of the teaching of geography in British schools provoked the RGS to take an interest in Geographical education and to commission Dr. J. Scott Keltie to investigate the state of geography on the British Isles and Europe. This resulted in publication of Scott Keltie Report in 1885, which started a chain of events leading to an increase in emphasis on regional concept in England and to make changes in the teaching of geography in schools, (Biddle, 1985). Mackinder’s Paper, ‘The Scope And Methods of Geography’, (1887) redefined the substantive and syntactical structure of the subject for both tertiary and secondary institutions. He urged teachers to introduce regional geography into the schools by observing the distribution of elements of the environment, by correlating these distributions and by using
physical geography as the basis for analysis of regions. He suggested that geography teaching in the school should be regional, organized so that the content gradually increased in difficulty and based on a concentric plan commencing with the study of the local district, the homeland and other natural regions, (Biddle, 1985).

Until the middle of the 20th century there was widespread suspicion of the subject’s academic credentials among others. In Germany, however, academicians such as Walter Christaller and John Von Thunen were taking the subject away from purely describing the world around us to using models to analyze it.

2.2 Teaching and learning for skill acquisition

For one to carry out duties efficiently in a certain career field s/he will require basic knowledge and foundation skills. According to Alliance for Excellent Education, (2006), as each student identifies post secondary aspirations, he/she will require specific knowledge and skills to prepare for the identified pathway. Students must master a wide range of knowledge and a diverse set of skills that range from specific content knowledge in certain academic and technical areas to knowledge of college and work trajectories, environments and eligibility requirements to collaboration skills and resilience, (Alliance for Education, 2006). The subject of geography requires learners to be equipped with skills which enable them to carry out various tasks. Practical activities in the discipline include field exploration, remote sensing, spatial sampling and display of geographic data
such as cartography visualization, spatial statistics and geographic information systems.

Vanessa, (2012) notes that high schools should raise the expectations of students and helps them set more ambitious post secondary goals. The schools should also provide a wide array of supports to help students meet their individual goals and it should also ensure that students master a broad range of knowledge and skills. Academic and technical skills must be coupled with a diverse set of support skills. Mastery of lifelong learning skills allows students to effectively apply their academic and technical knowledge and simultaneously demonstrate professional and responsible behaviour in post secondary settings. Such skills as critical thinking, effective communication, self awareness and teamwork enable learners to engage meaningfully with the society.

The skills in geography were explored by Bardecki, (1989), who carried out a study concerning the relevance of geography in developing skills in Ontario secondary schools and found out that 53.8% of the respondents noted that geography was relevant in interpretation of maps, 9.5% relevant in oral presentation skills and 18.5% noted relevance in collecting information in the field. The results also revealed that geography contributes most to understanding of issues with a broad environmental content.

The literature reviewed has indicated that geography is relevant in interpreting maps as well as understanding issues with a broad environmental content. There
was need to further explore the aspect of relevance of geography in developing skills and basic knowledge among students in Kenya and more specifically among secondary school students in Uasin Gishu County.

2.3 Career Aspirations and expectations of Secondary school students

Learners in secondary schools already have their career aspirations and expectations. Ismail, (2011) conducted a study on career aspirations among secondary school Accounting students in Selangor, Malaysia. The students’ questions were whether the teaching of Accounting meant to prepare a student to be an accountant only. The study found out that out of 35 students who aspire to be in accounting profession only 10 remain to be in the profession while others expect to be entrepreneurs or non business related career. The study shows that whereas students aspire to be in a certain career field, few of them achieve this aspiration at the end of study.

Migunde, (2012) conducted a study on the impact of secondary schools on students career aspirations in Kisumu Municipality, Kenya. The study involved 345 secondary school students in Kisumu Municipality. A Questionnaire was used to ask students to state their career aspirations. The study found out that family members are considered as the most influential to students’ career goals and aspirations followed by teachers. The results also showed that as students interact with their friends, some of them take into consideration the career advice they receive.
According to the findings of Nyakoe, (2010), who carried out a research on the Influence of Guidance on Career Choice for Students in Technical Institutions in Gusii Institute of Technology, students have difficulties in deciding subjects which will be meaningful to them. The study noted that some students are influenced by the choices of their peers.

Based on the literature reviewed this study sought to establish the career aspirations of geography students so as to give an insight into how classroom interaction influences learners towards making choices that will in turn influence their future career prospects.

2.4 Subject Choice and career Preferences

The Report of Commission of Inquiry into Education System of Kenya, (1999) recommended that the secondary school curriculum comprise of a few core subjects and a wide variety of elective subjects from which a learner can choose to pursue either humanities or science subjects. This was viewed as a good way of giving learners a chance to specialize in areas of their choice.

Geography was recommended to be a core subject in form 1 and 2 among Mathematics, English, Kiswahili, Biology, Physics, Chemistry, History and Government, Religious Studies and Physical Education. Students are therefore able to choose geography when they get to form three. Geography is the only discipline concerned with understanding why and how both physical and cultural phenomena differ from place to place on the surface of the earth. Because
geography is such a broad field of study, a great diversity of job opportunities awaits those who pursue college training in the discipline, (Getis, 2009). Students make choices for reasons relating to long term goals. Students’ perceptions on their ability in particular subjects influence their decisions, (White, 2007). Evidence indicates that students who begin preparing for an occupation in high school are more successful in their labour market both in the short and long run. These students are more likely to find employment and enter the occupation of their choice and increase their earning power, (Bishop and Mane, 2003).

Adeyemi, (2009) carried out a study on the factors that influence the choice of geography subject in Botswana. The study sampled 218 form 5 students of geography of 2004 class. The study found out that majority of the students chose the subject of geography because it is related to their intended career. The students mentioned that they chose geography because they want to become pilots, meteorologists, archaeologists, environmentalists and geologists in future. The study also found out that only 9% of the students would want to choose geography in order to become future teachers. Whereas studies have been conducted in Botswana, this study also sought to find out the reasons behind the choice of geography over other subjects in the same category among form 3 students in Uasin Gishu County, Kenya.

Kibera, (1993), carried out a study on Career Aspirations and Expectations of Secondary School Students of 8-4-4 system of education in Kiambu, Kajiado and
Machakos districts. The study points out that majority of secondary school students prefer clerical and professional jobs relative to manual and technical jobs. The study also found out that the age of students was closely related to their career and educational aspirations and expectations. Younger students preferred to pursue university education while older students preferred to train for jobs and to enter the world of work.

Enguchukwu, (1997) investigated the Correlates of Job Aspirations of Senior Secondary School students in Anambra State, Nigeria. The aim of the study was to ascertain the jobs that appealed most to senior secondary school students in the State and also find out factors that influence their job aspirations. The study found out that students aspired most to medicine, accounting, law, pharmacy and engineering because of their high economic rewards, social value and high prestige. The students aspired least to jobs for Religions, Psychology and Counseling because of peer group influence.

King, (2008) conducted a study on school students’ perceptions of careers related to GEES in England, Scotland, Wales and Northern Ireland. The study notes that perceived career opportunities and interest in the subject tend to be important factors influencing degree subject choice. The findings of the study indicated that many students could not come up with a specific job. The jobs named included; Weatherperson, teacher, geographer, geologist, conservationist, environmentalist,
volcanologist and environmental manager. The study indicates that GEES students can move into a wide variety of jobs.

Bardecki, (1989), carried out a study on Students Perceptions of Geography in Ontario Secondary schools. The study investigated high school students’ perceptions of the relevance of geography in various areas. Geography was ranked as relevant in preparing students for careers in urban planning, tourism, environmental planning, and resource management. The subject ranked as less relevant in preparing for careers in medicine, law and civil service.

Laurie, (2010), carried out a research on high school students’ perception of career technical Education and factors that influence enrolment in programs at a regional occupation centre in South Bay area of Los Angeles. The study found out that students in high school are aware of the careers they intend to pursue and they study courses that are related to their careers in high school. This study sought to establish the career aspirations of secondary school geography students in Uasin Gishu County and whether the subject influences them to opt for the careers having chosen it.

Mawe, (2005), investigated the relationship between attitude towards Mathematics and students’ performance for mathematics based careers and found that preference for mathematics based careers was significantly related to attitude towards Mathematics. According to Kimayu, (2012), students’ performance in
geography in KCSE has been identified as a significant predictor of preference for geography related careers among secondary school students.

2.4.1 The role played by geography subject in the school curriculum

Geography is a compulsory national curriculum subject up to the age of 13 in Britain. The devisors of the curriculum argue that the study of geography stimulates an interest in and a sense of wonder about places. It makes young people to make sense of a complex and dynamically changing world, Garner, (2011). The discipline of geography should prepare learners towards making positive contributions in the society. According to CCGE (2001), geography enables researchers to understand the ways in which humans change the environment in which they live and determine long term environmental impacts of social process such as population growth and technological development.

The International Declaration on Geographical Education for Cultural Diversity declares that our understanding of people –environment relationships is being influenced by rapid developments in communications technologies and changes in social, political and economic attitudes at local, national and international levels, IGU,(2007).

The Declaration proposed that the paradigm of sustainable development should be integrated into the teaching of geography at all levels and in all regions of the world. The Declaration has focused on;
1. The contributions of Geography Education for sustainable Development

2. The criteria for developing geographical curricula for education for sustainable

3. ICT in education for sustainable development in geography.

Geography is also one of the key sources of knowledge about development issues. Clarke, (1992) noted during a speech to the RGS that;

Geography has a fundamental relevance to young people because it relates to many aspects of their lives and the environment in which they are growing up...study at regional, national international and global level is required as...all are vital for pupils’ understanding of the increasingly complex interdependent global village in which we live.

This clearly indicates that the discipline of geography cannot be separated from the daily socio-economic and political activities of man. The learning of geography should therefore be equipping learners with knowledge and skills which will enable them to make contributions to the society.

The fact that geography examines the relationship between people and the environment enables learners to generate solutions to day to day problems and think multidimensional. The discipline of geography also enables the learner to understand the relationship between National and International policies and make informed decisions concerning the use of nation’s resources. This will make students to be effective leaders for the country, CCGE, (2001). This study sought to explore the extent to which geography subject instills on learners the positive
attribute that enable them to appreciate the environment as well as tackling the challenges that face the society today.

The Report of Commission of Inquiry into Education System of Kenya, (1999) recommended that the secondary school curriculum comprise of a few core subjects and a wide variety of elective subjects from which a learner can choose to pursue either humanities or science subjects. This was viewed as a good way of giving learners a chance to specialise in areas of their choice. Concerning geography subject the report noted that;

During the Commission’s visits to the districts within ASAL areas, it was informed that in some subjects such as geography, the content has a bias towards high potential areas. An example given quite often by the public was that in dealing with livestock development, very little is taught about the rearing of camels, but there is a lot of emphasis on rearing of high breed cattle. This, it was alluded, is a disadvantage on the part of the learners from the ASAL areas who may not be conversant with high-bred cattle.

The commission therefore recommended that geography be made an optional subject. There is need to further probe the role that geography subject plays in the secondary school curriculum. The subject is in the humanities category and it is normally chosen alongside other optional subjects so as to fit the minimum subject requirement. There is need to look into its relationship with other subjects since anybody of knowledge that tells us about the earth hinges or diverges out of geography as a specialized field of the whole.
2.5 Summary of Literature Review

The literature reviewed has indicated that students should master a wide range of knowledge and diverse skills and subjects taught provide foundations for learners to pursue their future careers. Since there are careers that require a background in one of the subjects in order to pursue a certain career, there is need to establish the extent to which teaching and learning of geography in secondary schools focuses on equipping foundation skills on learners. Studies have been conducted on career aspirations of learners however most of these studies focused on secondary school students in general. There is need to identify the career aspirations of secondary school geography students and the value of the subject in terms of career choice.

The role of geography subject in the curriculum needs to be established. Literature reviewed indicates that the subject is important in enabling learners to appreciate environment and make contributions to the society. There is need to further probe the subject’s role especially because despite being an optional subject, few students opt for it compared to other subjects in the humanities. Therefore this study sought to establish the role of geography as a subject in preparing learners for career paths among secondary school students in Uasin Gishu County, Kenya.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section comprises of the research design, study location, target population, sampling procedures and sample size, research instruments, pilot study, reliability, validity, data collection procedures, data analysis and logical and ethical considerations.

3.1 Research Design

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis, (Creswell, 2009). The researcher used descriptive survey design to determine the role of geography subject in preparing learners for careers in life in selected secondary schools in Uasin Gishu County. The design was suitable because the respondents are given an opportunity to express their views and it determines and reports things the way they are.

Quantitative and qualitative paradigms were used. In quantitative questionnaires used five point likert scale to measure variables and then numerical values were assigned to the responses. In qualitative paradigm, open ended questions were used to obtain detailed information. Interviews were conducted to enable further
exploration of views. The responses were then structured according to themes and objectives of the study.

### 3.1.1 Variables

The independent variables comprised of five levels. The first level is concerned with the learner’s career aspirations. Career aspirations involve the person’s interests as well as creativity and flexibility in doing a specified task. The second level of the variables concerns the factors that influence the choice of geography. The third level concerns the relevance of geography subject in understanding societal problems. The national goals of education form part of the objectives in a geography syllabus and the way the subject is taught will ultimately determine how the goals will be achieved. Teacher’s and learner’s attitude towards geography comprises the fourth and fifth levels. The intervening variables influence the students’ interests. These variables are the teaching strategies and teaching methods. The choice of a career in the field of geography is the independent variable.

### 3.2 Study Location

The study was carried out in Uasin Gishu County which is one of the 47 counties in Kenya. It is located between $0^\circ 31^\prime 00^\prime\prime$ N $35^\circ 17^\prime 00^\prime\prime$ E and $0.51667^\circ$ N $35.2833^\circ$ E. The county borders six other counties; Elgeyo Marakwet to the East, Trans Nzoia to the North, Kericho to the South, Baringo to the South East, Nandi to the...
South and Bungoma to the West. Uasin Gishu County has a population of 894,000 people and it has an area of 3,345.2 square kilometers. There are six administrative divisions; these are Soy, Kesses, Ainabkoi, Moiben, Turbo and Kapseret. It is located on a plateau and has a cool temperate climate. Eldoret is the administrative and commercial centre and its inhabitants are from diverse ethnic and socioeconomic background as well as diverse religious affiliations. Uasin Gishu County’s resources include tourist attractions, forests and agricultural products. The county has a National school, County schools, District schools and private schools. Learner selection into form one is done according to the learner’s performance in KCPE examinations. In the year 2012, the number of students who sat for KCSE in Uasin Gishu County was 9,341. The locale of the study was found fit because the county has students from a wide socio-economic status and background hence the students have different career preferences and aspirations. The county is also one of the new county governments and there is need to know which careers the learners aspire for so as to make contributions in its development after school.

3.3 Target Population.
A population is any group of individuals that has one or more characteristics in common and that they are of the interest of the researcher. The target population consists of the specific group to whom findings of the study are generalized, (Best and Khan, 2006). The target population of this study was drawn from 21 county
schools in Uasin Gishu County. The researcher targeted Geography students in the 21 selected secondary schools as shown in appendix C.

3.4 Sampling Procedure and Sample Size

3.4.1 Sampling procedures

Sampling is the process of selecting individuals for study. A sample is any group on which information is obtained (Fraenkel and Wallen 2009). The target population is generally too large for the study. The researcher got a sample from the target of 21 county schools from Uasin Gishu County which was used in the study. This makes up a target population of 868 form three geography students. The researcher used the target population from the checklist to get a sample of 30% of students from each school using simple random sampling technique. This gave a total sample of 260 students. The findings of the sample were representative of the entire target population (Wiersma and Jurs, 2005).
Table 3.1 Sampling grid

The serial numbers in the grid below represent the schools as indicated in appendix C

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Target population Form Three students</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>39</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>44</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>70</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>69</td>
<td>21</td>
</tr>
<tr>
<td>6</td>
<td>90</td>
<td>27</td>
</tr>
<tr>
<td>7</td>
<td>54</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>63</td>
<td>19</td>
</tr>
<tr>
<td>13</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>14</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>44</td>
<td>13</td>
</tr>
<tr>
<td>17</td>
<td>29</td>
<td>9</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>19</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>20</td>
<td>33</td>
<td>10</td>
</tr>
<tr>
<td>21</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>868</td>
<td>260</td>
</tr>
</tbody>
</table>
3.5 Research Instruments

The following instruments were used to collect data.

3.5.1 Student’s Questionnaire

The student’s questionnaire was divided into five parts. The first section provided personal information of the learner; the second part gave information concerning career aspirations of the learners. Part three was concerned with the reasons as to why learners chose geography and the relevance of geography in understanding societal problems was covered in the third part. The questionnaire was appropriate due to its ability to capture first hand information from the learners as per the objectives of the study.

3.5.2 Student’s Interview Guide Schedule

The interview guide schedule was administered to geography students. The instrument was divided into three questions based on the objectives of the study. The instrument was relevant as it sought to further explore the information concerning the students’ careers. This information supplemented that gathered from the questionnaires.

3.6 Pilot Study

A pilot study was carried out to enable the researcher to assess the clarity and ease of use of the instruments. It also enabled the researcher to establish the time taken to administer the instruments, identify annoying or sensitive sections and establish
the clarity of meaning and comprehensibility of each item. Before the actual study, the instruments developed were pre-tested in two secondary schools that were selected for the pilot study. Those schools were not included in the main study. The outcome of the pilot study enabled the researcher to make adjustments to the instruments in preparation for final data collection.

3.6.1 Reliability

Reliability refers to the consistency of scores or answers from one administration of the instrument to another and from one set of items to another, (Fraenkel and Wallen, 2009). To ascertain the reliability of the instruments, the test re-test technique was used. The technique involves administering the same test twice to the same group after a certain time interval has elapsed. A reliability coefficient was then calculated using the scores of the first test and the second test using the Pearson product moment correlation formula to indicate the relationship between the two sets of scores. A reliability coefficient of 0.5 or more was accepted as being reliable.

3.6.2 Validity

Validity is concerned with whether the instrument used actually measures what it is supposed to measure. Content validity is concerned with determining if the content that the instrument contains is an adequate sample of the domain of content it is supposed to represent, (Suter, 2006). Content validity was achieved
by ensuring the clarity of questions, adequacy of workspace, and appropriateness of language and clarity of directions. Criterion validity was achieved by including questions on all the objectives of the study in the instruments. Construct validity was achieved by ensuring that the instrument restricts itself to geography subject in preparing learners for a career.

3.7 Data Collection Techniques

The research instruments were student’s questionnaire and student’s interview guide schedule.

3.7.1 The Student’s Questionnaire

The researcher asked for appropriate time for the students to fill in the questionnaire. On the allocated time, the students were assembled in one classroom and guided on how to fill in the questionnaire and were given time to fill. On completion the questionnaires were collected and the students thanked for their cooperation.

3.7.2 Student’s Interview Guide Schedule

The interview guide schedule was used to get opinion of geography students on the subject of geography in relation to their career aspirations and expectations. The researcher introduced himself and explained the purpose of the interview. Students were then grouped into clusters of five each and assured of the confidentiality of their responses. The researcher then looked for a secluded place
to conduct the interview where he led the group members as they discussed the questions among themselves.

3.8 Data Analysis

Data analysis is the process of looking at and summarizing data with the intent to extract useful information and develop conclusions, (Mwituria, 2012). Data analysis commenced in the field by ensuring that all the questionnaires had been filled appropriately. The data collected was then organized according to the objectives of the study. Qualitative data analysis was done by identifying the main themes and codes assigned. According to Mwituria, (2012) coding in data analysis is an interpretive technique that organizes the data and provides a means to introduce the interpretations. Responses were then classified under the main themes and analyzed using descriptive statistics, discussed and conclusions drawn.

Qualitative data analysis was done by first editing the responses and then assigning codes. A code book into which data would be coded was prepared. The data was coded, entered into the SPSS program and run descriptive statistics. The findings were presented in form of frequency tables and percentages. Discussions and conclusions were drawn based on the objectives of the study.
3.9 Ethical and Logistical Considerations

According to Israel & Hay, (2006), researchers need to protect their research participants; develop a trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organizations or institutions; and cope with new challenging problems. Before going to the field, the researcher obtained a permit from the National Commission for Science Technology and Innovation. A work plan for the tasks that would be done was laid out. Sampling was done so that schools where research will be conducted could be identified. The researcher then printed enough copies of the research instruments and familiarized with the area by visiting areas where research was to be conducted and then commenced data collection.

Permission was sought from the head teachers of the schools in which data was collected. The researcher asked the respondent for consent to fill the questionnaire and assured them of confidentiality of the information; that it would be for research purposes only. The researcher ensured that anonymity of respondents was upheld by asking them not to give their names. Psychological harm was avoided by ensuring that research instruments did not contain embarrassing questions and also by not expressing shock or disgust when conducting interviews.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents the findings, interpretations and discussion according to the objectives. There were three research objectives from which research questions for the study were derived. The research objectives are;

a) To identify career aspirations of secondary school students who opt to study geography.

b) To identify reasons why students choose geography as a subject over other optional subjects in the same category.

c) To establish relevance of geography in understanding societal problems.
4.1 General and demographic information

4.1.1 Questionnaire return rate

Target respondents were form three Geography students. Out of 260 questionnaires issued to form three geography students, 242 were completely filled and returned, giving a response rate of 93%. This response rate was adequate as it was more than 70%. (Mugenda and Mugenda, 1999) asserts that more than 70% response rate is very good to proceed with data analysis.

The data collection exercise started and ended successfully given that all the selected schools and participants were supportive. However, there were a few challenges in terms of travel to the data collection stations as well as getting the respondents. The researcher had to visit some of the selected schools during the weekend when the students were available for interview thereby consuming more time in the process. All in all, the researcher was able to get a sizable sample that was representative of the population.
4.1.2 Demographic Data

Demographic information of the respondents was based on gender, and age of the respondents.

4.1.2.1 Age of students

The researcher sought to investigate the age of the respondents taking geography in the study area. The results are indicated in figure 4.1.

Figure 4.1: Age of students, [Data, 2014].
The results obtained show that more than half of the respondents were aged between 16-17 years followed by those aged between 18-19 years. The respondents aged 20 years and above are 6.6 %, while those below 15 years are 3.3%.

### 4.1.2.3 Gender of Students

The gender of the respondents in the study area is as shown below;

![Pie chart showing gender distribution](image)

**Figure 4.2: Gender of the students, [Data, 2014]**

The findings indicate that more than half of the respondents (57%) were male while the females were slightly below the half of the respondents (43%).
4.2 Career Aspirations of Geography students

The first objective of this study was to establish the career aspirations of form three geography students in Uasin Gishu County. Students were given a table containing various categories of careers that geography subject can lead them to, and were asked to choose the careers that they aspire to pursue on completion of school. Students were also asked to cite the reasons that motivated them to choose those career fields.

The results are indicated in the figure below.

![Career Aspirations of Students](Image)

Figure 4.3 Career aspirations of students, [Data, 2014].
The findings of the study indicate that majority of geography students aspire for careers that are related to cartography and Geographic information systems (GIS). Careers in economic geography ranked as the second among the aspirations of the learners with 16% followed closely by careers related to physical geography at 15.3%. The careers that learners least aspired are those related to regional geography and geographic education. Few students also aspire for careers related to environmental studies.

These findings can be interpreted to mean that majority of geography students aspire for careers that are related to map work, survey, navigation and GIS which are related to information and communication technology. This may be because the learners interact a lot with map work activities and also that their passion for ICT is a motivating factor that pushes them to aspire for GIS related careers.

The fact that students also aspire for careers related to physical geography may be because the syllabus covers a wide area on geographical aspects and this provides an early exposure of physical geography to the learner. The careers in this category include: weather forecaster, hydrologist, geologist, soil conservation agent and outdoor guide. This aspiration may also be due to the familiarity of the learner on physical aspects which therefore inspire them to develop interest in the aforementioned career fields.

The findings also indicate that 16% of students aspire to pursue careers related to economic geography. This means that geography subject influences learners to pursue these fields due to economic and social aspects that it deals with. Few
students aspire to pursue careers related to geographic education. The careers in this field include: elementary/secondary school teacher, college professor & overseas teacher. This can be interpreted to mean that few learners would like to pursue careers related to teaching.

The areas related to physical geography also has few students who aspire for them. These careers include; hydrologist, soil conservation/agricultural extension agent and geologist. This may be because few areas in the syllabus cover topics related to regional geography.

The learners were also asked to mention the reasons that made them aspire for the various careers. Nearly half of the respondents noted that interest was a motivating factor. High salary and prestige associated to the subject was also cited by a quarter of the respondents. This means that learners associate a certain career with a certain level of prestige/respect and this act as a motivating factor. The findings also indicate that influence by friends was least cited as a reason that influences them to aspire for a career in a certain field. This contradicts the findings of Nyakoe (2010) who carried out a study on influence of guidance on career choice for students and the findings indicated that some students are influenced by the choices of their peers. This indicates that students in Uasin Gishu County are aware of their career aspirations and they are least influenced by their peers.

The teaching of geography subject therefore prepares learners for future career paths because it sets the pace for the learner to get a clear perspective of the
careers that geography can lead them to. The learner sets career goals while in high school and the interaction with geography subject plays a significant role in the careers that s/he aspires to pursue. According to Vanessa (2012) high schools should raise the expectations of students and helps them to set more ambitious post secondary goals.

The findings of this study concur with Laurie (2010) who carried out a study on high school students’ perception of career technical education and factors that influence enrolment in programs at a regional occupation centre in South Bay area of Los Angeles and found that students in High school are aware of the careers they intend to pursue and that they study courses related to their careers in high school. The findings of Laurie (2010) also concur with this study which indicates that a small proportion (8.7%) of the respondents noted that their aspiration for a certain career field is influenced by the friends. This means that form three geography students in Uasin Gishu County are aware of the careers that they intend to pursue in future.

The respect and prestige associated with a certain career field also featured as a factor that influences learners to aspire for certain careers. According to the findings of this study, a quarter of the respondents noted that respect and prestige associated with a certain career played a role in making them aspire for that career field. These findings concur with King (2008) whose study on students’ perception of careers related to GEES in England, Scotland, Wales and Northern Ireland noted that perceived career opportunities and interest tend to be important
factors influencing degree subject choice. The learners therefore feel that some careers are more prestigious and pay well compared to others.

The aspirations of geography students concur with a study by Bardecki (1989) whose study on students perception of geography in secondary schools showed that students noted that geography subject is relevant in preparing students for careers in urban planning, tourism and environmental planning. This means that the students perceive geography as a subject that is concerned with environmental and socio-economic issues and this gives it the centrality.

4.3 Reasons behind the choice of geography over other subjects

The second objective of this study was to establish the reasons why students taking geography subject in secondary school opted for the subject over other subjects in the same category. The findings are illustrated in the figure 4.4 below.
Figure 4.4: Reasons behind the choice of geography over other subjects, [Data, 2014].

The findings obtained reveal that 93.8% of the respondents chose geography because they love and understand the subject. Majority of the respondents also felt that geography subject’s diversity and scope influenced them towards opting to choose the subject. In terms of performance in geography, more than 80% of the respondents opted to choose geography because it is easy to pass while more than 85% of the respondents chose the subject because they felt that it is related to their future career. The findings of the study also indicate that the teacher has influence on the learner’s choice of a subject. More than half of the respondents
felt that their geography teacher influenced them to opt for geography. Less than 10% of the respondents, however, noted that they chose geography because their friends chose the subject.

The findings can be interpreted thus; the diversity and scope of geography subject makes it a major reason why learners choose the subject. Geography covers topics ranging from environmental conservation to the earth’s physical environments. The social and economic activities that are carried out by man are covered in geography syllabus. The topics covered in geography are therefore, those that concern day to day activities that the learner faces and this may be the reason why majority of learners chose the subject.

The students who opted to choose geography because they love and understand the subject is also high. This means that the learners opt for the subject that they feel they are familiar with.

Performance plays a significant role in subject choice and this is attested by the findings that show that more than three quarters of the respondents felt that geography subject is easy to pass and so the opted for it.

Learners chose geography because they felt that it is easier to pass compared to other subjects in the same category (History, CRE.) in the social studies group. Kimayu (2012) notes that students’ performance in KCSE (geography) has been identified as a significant predictor of preference for geography related careers among secondary school students.

Students who chose geography felt that the subject was important because it is
related to the career that s/he intends to pursue in future. This means that since the form three geography students have career aspirations, they also have knowledge of the subjects that will propel them towards the expected career path. The findings indicate that more than half of the respondents chose geography subject because their geography teacher influenced them. Therefore the way the teacher handles the subject plays a significant part in as far as learners’ motivation is concerned. The teacher may influence the learner to love or hate the subject which in turn influences the learner’s career preferences. From the findings it can be observed that few learners chose geography because they were influenced by friends. These findings contradict the findings of Migunde (2012) who carried out a study on the impacts of secondary schools on students’ career aspirations in Kisumu and noted that as students interact with their friends, some of them take into consideration the career advice they receive. According to the findings of this study, more than half of the respondents opted to choose geography because they felt that it is easy to pass. This concurs with White (2007) who notes that students’ perception on their ability in particular subjects influence their decisions. This therefore means that when the learner feels that s/he can do well in a particular subject, then s/he will choose it. The findings also concur with Adeyemi (2009) who carried out a study on the factors that influence the choice of geography subject in Botswana. The study found out that students choose the subject of geography because it is related to their career aspiration. Influence from friends and parents featured as least
influential in making learners opt for certain subjects.

**4.4 Relevance of Geography subject in understanding societal problems**

The third objective of the study was to establish the relevance of geography subject in understanding societal problems. Respondents were given a list containing various problems that are faced in the society and asked how learning of geography has equipped them with knowledge and skills on how to tackle these problems. The findings are indicated figure 4.5

![Figure 4.5: Relevance of geography in understanding societal problems, [Data, 2014].](image)

From the findings above almost three quarters of the respondents concur that geography subject is essential in understanding environmental degradation. Less than 12% of the respondents felt that geography is of considerable value, 3.4% felt it is of some value while 6.8% felt that geography is of no value in
understanding environmental degradation.

This means that the respondents feel that geography subject equips learners with knowledge and skills to deal with environmental issues such as air pollution, toxic waste disposal and proper maintenance of the environment. Geography subject syllabus comprises of various topics that deal with environment related issues. Such topics are ecology, management and conservation of the environment. It is for this reason that learners felt that the subject is really essential in enabling them to understand environmental degradation.

Poverty is one of the major problems facing the Kenyan society today. This study sought to establish from learners the extent to which geography subject enables them to understand and tackle poverty related challenges. From the findings, it is clear that 35.6% of the respondents felt that geography is essential, 25.4% felt it is of considerable value while 15.3% felt it is of moderate value, 10.2% some value and 13.6% no value.

This indicates that geography is relevant in enabling learners to understand poverty related challenges and thus the subject addresses pertinent issues in the society. Geography subject also featured as being essential in understanding transport and congestion with 39.0% responding to the affirmative 18.6% felt it is of considerable value, 23.7 moderate value, 8.5% some value and 10.2% no value.

The fact that there are more respondents that felt that geography subject is essential in addressing transport and congestion may be due to the fact that there is a topic on transport and congestion that is covered in geography subject. The
subject also featured as being essential in understanding drug abuse with 13.6% of the respondents responding to the affirmative, the subject also ranked as being essential in understanding unemployment with 39.0% of respondents. From these findings it can be deduced that geography subject ranked as being essential in understanding environmental degradation, unemployment, poverty, transport and congestion, mismanagement of public funds, tribalism and drug abuse; these have been ranked from the most essential to the least essential. The ranking of drug abuse and violence as being least relevant in understanding drug abuse and violence may be because since geography subject covers various topics that are concerned with environmental degradation, the learners get to understand more about the environment unlike issues that concern drug abuse where there are few topics that deal with these aspects and that could be the reason it is ranked as being least relevant.

These findings concur with the study carried out by Bardecki (1989) on Student’s perceptions of geography in Ontario Secondary schools. One of its objectives was to establish the relevance of geography subject in understanding societal problems. The study findings indicated that there was consensus that geography contributes most to understanding the issues with a broad environmental content. Such areas included environmental deterioration, loss of wildlife and toxic waste disposal.

Geography ranked as being essential in understanding problems that are related to the environment. This is particularly because geography subject is concerned with
the study of the earth as a home of man and the subject also deals with day to day activities that affect man. From these findings, the relevance of geography subject in as far as equipping learners with knowledge and skills to deal with various challenges that face the society cannot be underestimated. The findings can be interpreted to mean that geography is considered as being relevant in understanding societal problems. Geography subject deals with day to day activities of man such as agriculture, trade, transport and communication. These aspects make the subject to be familiar to the learner. The fact that geography makes young people to make sense of a complex and dynamically changing world (Garner, 2011), makes it more essential in understanding day to day problems such as transport and congestion as well as unemployment. Although the subject is seen as not being favorable in ASAL areas (Koech Report, 1999) it still plays a significant role in tackling such problems as aridity and desertification which are covered in the geography syllabus. There are topics that deal with population and settlement in geography and this explains why learners feel that geography subject is relevant in understanding unemployment and poverty.

Geography subject, therefore, plays a significant role in equipping learners with knowledge suitable for solving day to day problems that face the society. The world we live in is undergoing a lot of changes in political, social and economic scenarios and geography subject should equip learners with knowledge and skills to enable them to tackle the changes that we face. The findings of this study concurs with CCGE (2001) which notes that geography enables researchers to
understand the ways in which humans change the environment in which they live and determine long term environmental impacts of social processes such as population growth and technological development.

By the time they complete school, learners are expected to be fruitful and offer solutions to the various problems that they face. The national goal of education that geography subject ought to instill on learners needs to come into place by learners putting into practice what they have learnt.

The fact from the findings that geography enables learners to understand problems ranging from environmental degradation, poverty, transport and congestion to understanding unemployment concurs with IGU (2007) which proposed that the paradigm of sustainable development should be integrated into teaching of geography at all levels and in all regions of the world.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This chapter covers the summary of the study, conclusions, recommendations and suggestions for further research. The purpose of the study was to establish the role of geography as a subject in preparing learners for career paths. This chapter is divided into five sections; summary of the findings, implication of the findings, conclusion based on the findings, recommendations and finally suggestions for further research.

5.1 Summary of the study.
Given below is the summary of the findings in line with the objectives of the study

5.1.1 Career aspirations of geography students.
The findings of the study indicate that a large percentage of students aspire to pursue careers that are related to Geographic Information systems (GIS) and cartography. Careers in economic geography and physical geography follow closely. The least aspired careers by students are those related to geographic
education and regional geography. This shows that learners aspire for careers that are related to information and communication technology because GIS entails use of computers while cartography also entails use of computer technology such as Google maps and Global Positioning System (GPS). The fact that geography has a topic on map interpretation makes the learners to be familiar with map work; this could also be a reason why they have an interest in cartography.

The findings indicate that a small percentage aspire for careers related to geographic education and this means they do not aspire to join the field of education such as teaching. According to the findings the motivating factor behind the learners aspiring for a certain career is interest followed by prestige. As for careers related to urban and regional geography, the aspirations were also low. This may be due to low level of awareness and publicity in as far as these career fields are concerned.

5.1.2 Reasons for choosing geography subject over other subjects in the same category.

The findings indicate that the major reason why learners choose geography is because they love and understand it. The diversity and scope of geography ranked as the second reason for choosing the subject. This is because geography covers a wide scope ranging from physical, economic and social aspects in the society. Another reason why learners opted for geography is that the subject is related to
the careers that s/he intends to pursue in future. Learners also felt that geography subject is easy to pass and this factored as a reason for choosing the career.

Peer influence ranked as the least reason for the learners choosing geography. This means that the learners’ choice for geography was majorly because of his/her perception and the career to be pursued in future being in mind. More than half of the respondents cited the teacher as having influence on his/her choice of geography subject. This is an indication that the way the teacher handles the subject clearly has implications on the learner to the extent of influencing how s/he chooses the subjects.

### 5.1.3 Relevance of geography in understanding societal problems

The third objective of the study was to establish the relevance of geography in understanding societal problems. The study established that geography enabled learners to understand issues concerning environmental degradation as well as problems on transport and congestion. This may be because the subject has topics that deal with these areas in the curriculum. More than a quarter of the respondents felt that geography subject helps them to understand the problem of mismanagement of public funds in the society. The decline on this opinion could be because there are few areas in the geography syllabus that addresses issues that concern public use of funds. In comparison, 38.8% of the respondents felt that geography is relevant in understanding the problems of unemployment. This could be because geography has topics that cover settlement which deals with
issues of rural-urban migration and in this topic, issues of unemployment are addressed. Almost half of the respondents felt that geography has no value in understanding tribalism and nepotism while more than a quarter felt that drug abuse and violence was not addressed by geography subject. This could be an indication that topics in geography do not address these areas.

5.2 Implications of the Findings.

The findings of this study have highlighted the career aspirations of learners, their reasons for choosing geography and geography’s relevance in understanding societal problems. In the following subsections, the implications of the study findings are discussed in relation to teachers, parents and education policy makers.

5.2.1 Implication of the findings to teachers.

The findings have indicated that most students aspire for careers that are related to cartography and geographic information systems. The indication that learners find difficulty in the topics on cartography and map work does not deter them from aspiring for careers in this field, and teachers should make map work easy by doing practice with the learner. The findings also indicate that teacher’s influence on the learners is one of the reasons why they chose geography. Therefore the teacher should also explain the complex terms that are used in geography so as to avoid the learner being discouraged.
Despite the learner’s interaction with the teacher, the findings indicate that few students would like to pursue careers related to teaching. The teacher should therefore enlighten learners on the various careers that geography subject can lead to and more so encourage them to pursue field related to geographic education. Geography has a role in preparing learners for various career paths. The teacher should play a significant part in enlightening learners on the careers that geography can lead them to.

5.2.2 Implications of the Findings to parents.

The parents should play a pivotal role in monitoring the academic progress of the learner and provide the requirements to support the learners’ education. Although the findings indicate that the learners choose subject because they love and understand it, there is need for the parent and learner to discuss the various career prospects that a subject can lead to and provide proper guidance on subject choice.

5.2.3 Implications of the findings to Educational Policy makers

The findings of the study show that geography subject enables learners to understand the various problems that face the society. These problems range from social to economic based. On this, geography subject’s importance cannot be underestimated, thus the subject is important for every learner in secondary school.
The declining number of students taking geography should therefore be addressed by sensitizing teachers to encourage learners to do the subject. Geography subject can lead to various careers that are necessary in attaining vision 2030 and therefore the ministry should organize seminars on new strategies for teaching especially ICT integration. More fieldwork activities should be encouraged so as to open up the mind of the student.

5.3 Conclusion

Based on the findings the following conclusions can be made;

i. Form three geography students in Uasin Gishu County aspire for careers in the fields of cartography and GIS. A small number of students aspire for careers related to geographic education. High remuneration is a factor influencing learner’s aspiration for a certain career. A small percentage of students aspire for careers related to regional and urban geography.

ii. Learners choose the subject of geography because they love and understand it. The learners have in mind the careers that they intend to pursue in future when they choose geography. Geography’s diversity and scope also appealed to learners as a reason for choosing geography. Friends have little influence in career aspiration choice. The teacher has an influence on the learner’s choice for geography.

iii. Geography subject plays an important role in understanding societal problems. Problems concerning environmental degradation and congestion were noted as
being addressed mostly by the subject. The subject addresses issues concerning unemployment and mismanagement of public funds. Problems such as tribalism and nepotism featured less as being addressed by geography. The curriculum of geography should therefore put in topics to address these areas.

5.4 Recommendations

Based on the findings, the following recommendations are made;

i. Learners should be advised adequately on the importance of geography subject in terms of careers that it can lead to since subject choice marks the beginning of a learner’s career path. This can be done by inviting professionals from the geography related careers such as surveyors and cartographers to offer mentorship talks to the learners. The teacher also needs to motivate the learners through his/her interactions with them. The teacher should handle the subject passionately when teaching because his/her attitude to the subject influences the learner. Learners should also be provided with journals, magazines and brochures from higher institutions so that they can be enlightened on the career paths to take.

ii. The importance of geography subject should be emphasized on learners at the early stages of secondary school such as form one and two. This will enable the learners to make informed subject choice because it will have an impact on their career prospects. Students who love geography subject should be
encouraged to study it and encouraged to pursue careers related to geography in tertiary colleges and university. More learners should be encouraged by teachers and parents to choose geography because it covers a wide scope in terms of socio-economic activities that man is involved in. This will make the learner to be an all round person who can bring development to the society.

iii. Geography subject is relevant in understanding the major problems that face the society today. The subject also contributes in better understanding of the environment. Geography should be made compulsory among all the secondary school students because its importance in attaining a clean environment and sustainable development cannot be underestimated. The teacher should relate the problems faced in the society to the content that is being taught so that learners can have a real life experience on the aspects that they learn in class. This will boost the subject’s importance in understanding the various problems faced in the society.

5.5 Suggestions for Further Research

A study should be carried out on the potential relevance of geography subject to career choices among high school students.

A study should be carried out to establish whether there are gender differences in knowledge on potential careers in geography.

A study should be carried out to establish the cause of decline in the number of students choosing geography.
REFERENCES


Research Division of Cambridge Assessment (2007). *No Surprise: Students Do What They Like*. Cambridge: Cambridge University Local Examination Syndicate


APPENDICES

APPENDIX A: STUDENT’S QUESTIONNAIRE

Introduction

The responses in this questionnaire are meant for research purposes only. Please respond to them sincerely.

Instructions

(i) This is not a test and only sincere answers are expected.

(ii) Do not write your name on this questionnaire

(iii) Put a tick (√) where appropriate or fill in the blanks provided.

PART A: PERSONAL INFORMATION

1. (i) Sex: Male [ ] Female [ ]

   (ii) Age: ____________

PART B: CAREER ASPIRATIONS

2. Study the table below for major geographic field and employment opportunities.
### Major Geographic Fields and Employment Opportunities

<table>
<thead>
<tr>
<th>Major Fields of Concentration</th>
<th>Employment Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartography and Geographic Information System</td>
<td>— Cartographer for Federal Government (agencies such as Defence Mapping Agency, US Geographical Survey or Environmental Protection Agency or Private Sector (e.g. Environmental System Research Institute, Integral or Bentley); Map Librarian, GIS specialist for Planners, land developers, estate agencies, local government, remote sensing analyst, Surveyor, Navigator, GPS</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>— Weather forecaster; outdoor guide; coastal zone manager; hydrologist; soil conservation/agricultural extension agent, geologist</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>— Environmental manager; forestry technician; park ranger; hazardous Waste planner.</td>
</tr>
<tr>
<td>Cultural Geography</td>
<td>— Community developer; Peace corps volunteers; health care analyst.</td>
</tr>
<tr>
<td>Economic Geography</td>
<td>— Site selection analyst for business and industry; market researchers; traffic/route delivery manager; real estate agent/broker/appraisers; economic development researcher</td>
</tr>
<tr>
<td>Urban and Regional Geography</td>
<td>— Urban and Community Planner; transportation planner; housing,</td>
</tr>
<tr>
<td>Field of geography</td>
<td>Employment opportunity</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Cartography and geographic information system</td>
<td></td>
</tr>
<tr>
<td>Physical Geography</td>
<td></td>
</tr>
<tr>
<td>Environmental studies and cultural geography</td>
<td></td>
</tr>
<tr>
<td>Economic geography</td>
<td></td>
</tr>
<tr>
<td>Urban and regional geography</td>
<td></td>
</tr>
<tr>
<td>Regional geography</td>
<td></td>
</tr>
<tr>
<td>Geographic education or general</td>
<td></td>
</tr>
</tbody>
</table>


(i) Which category of occupation listed in the reference list above do you aspire to pursue after school? Specify the job.
(iii) Which of the following describes the reason for your career choice in (i) and (ii) above?

- Interest [ ]
- High Salary [ ]
- Respectable and Prestigious [ ]
- Influence by Others [ ]
- Other: ...........................................................................................................

......

**Part C: REASONS FOR CHOOSING GEOGRAPHY**

Put a tick (√) in the spaces provided

<table>
<thead>
<tr>
<th>Item</th>
<th>AGREE</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>My career teacher has a lot of influence on my choice of geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I chose Geography because my friends chose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My career teacher influenced on my choice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I chose Geography because I love it and understand it.

Geography is easy to pass.

I chose Geography because of its diversity and scope.

I chose Geography because it is related to my future career.

### PART D: SUBJECT’S RELEVANCE IN UNDERSTANDING SOCIETAL PROBLEMS

1. (i) The table below shows some of the problems faced in our society. Indicate the extent to which geography subject helps you in understanding and solving these problems. Respond with: **1-ESSENTIAL 2-CONSIDERABLE VALUE 3-MODERATE VALUE 4-SOME VALUE 5-NO VALUE**
<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>RANK BY INDICATING THE VALUE WITH A TICK(✓) WHERE APPROPRIATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental degradation</td>
<td></td>
</tr>
<tr>
<td>Poverty</td>
<td></td>
</tr>
<tr>
<td>Transportation Congestion</td>
<td></td>
</tr>
<tr>
<td>Mismanagement of public Funds</td>
<td></td>
</tr>
<tr>
<td>Drug abuse and Violence</td>
<td></td>
</tr>
<tr>
<td>Unemployment</td>
<td></td>
</tr>
<tr>
<td>Tribalism and Nepotism</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B: INTERVIEW GUIDE SCHEDULE

1. Which careers would you like to pursue after high school?

2. What are your reasons for choosing geography over other subjects in humanities group?

3. Which problems in the society does geography enable you to understand best?
APPENDIX C: TARGET POPULATION

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Schools/Ministry</th>
<th>Form Three students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sugoi Girls Sec.</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>Paul Boit boys</td>
<td>39</td>
</tr>
<tr>
<td>3</td>
<td>Turbo Girls Sec.</td>
<td>44</td>
</tr>
<tr>
<td>4</td>
<td>Kamagut High</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Chebisaas sec.</td>
<td>69</td>
</tr>
<tr>
<td>6</td>
<td>Uasingishu High</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>Hill school</td>
<td>54</td>
</tr>
<tr>
<td>8</td>
<td>Nigeria Girls’</td>
<td>27</td>
</tr>
<tr>
<td>9</td>
<td>Kapkoiga Girls’</td>
<td>27</td>
</tr>
<tr>
<td>10</td>
<td>Arnesens high</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Dry’s Girls’</td>
<td>35</td>
</tr>
<tr>
<td>12</td>
<td>St.CatherineKeses</td>
<td>63</td>
</tr>
<tr>
<td>13</td>
<td>Plateau Sec. Sch.</td>
<td>24</td>
</tr>
<tr>
<td>14</td>
<td>Simat Sec.</td>
<td>16</td>
</tr>
<tr>
<td>15</td>
<td>Loreto High sch.</td>
<td>34</td>
</tr>
<tr>
<td>16</td>
<td>Kipsangui Sec.</td>
<td>44</td>
</tr>
<tr>
<td>17</td>
<td>Kerotet Girls</td>
<td>29</td>
</tr>
<tr>
<td>18</td>
<td>Kipkabus Sec.</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>Kapngetuny High</td>
<td>30</td>
</tr>
<tr>
<td>20</td>
<td>Moiben High</td>
<td>33</td>
</tr>
<tr>
<td>21</td>
<td>Seko Girls’</td>
<td>27</td>
</tr>
</tbody>
</table>
## APPENDIX D: TIME SCHEDULE

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Writing</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------</td>
<td>---------------------------</td>
<td>-------------------------------------</td>
<td>-----------------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E: LETTER OF INTRODUCTION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kuibps@yahoo.com
        dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Our Ref: E55/20098/12                                      Date: 11th July, 2014

The Principal Secretary,
The Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION
MR. KIPSAAT ELIAS KIPKOEI - REG. NO. E55/20098/12

I write to introduce Mr. Kipsaat Elias Kipkoei who is a Postgraduate Student of
this University. He is registered for a M.Ed. degree programme in the
Department of Educational Communication & Technology in the School of
Education.

Mr. Kipsaat intends to conduct research for a M.Ed. Proposal entitled, “Role of
Geography Subject in Preparing Learners for Career Paths in Life: Study of
Secondary Schools in Uasin Gishu County, Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX F: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. ELIAS KIPSAAT KIPKOGI

OF KENYATTA UNIVERSITY, 0-30202

MOIS BRIDGE, has been permitted to

Conduct research in Uasin-Gishu

on the topic: ROLE OF GEOGRAPHY

SUBJECT IN PREPARING LEARNERS FOR

CAREER PATHS IN LIFE STUDY OF

SECONDARY SCHOOLS IN UASIN GISHU

COUNTY KENYA

for the period ending:

30th November, 2014

Applicant’s Signature

Secretary

National Commission for Science, Technology & Innovation
APPENDIX G: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 224349,310351, 2219420
Fax: +254-20-318245,318249
Email: secretary@nacost.go.ke
Website: www.nacost.go.ke
When replying please quote

Ref: No. 4th September, 2014

NACOSTI/P/14/4974/2790

Elias Kipsaat Kipkogei
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Role of Geography subject in preparing learners for career paths in life study of secondary schools in Uasin Gishu County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Uasin-Gishu County for a period ending 30th November, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Uasin-Gishu County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Uasin-Gishu County.
APPENDIX H: MAP

MAP OF UASIN GISHU COUNTY

Source: Baraza et al. (2008)