FACTORS INFLUENCING PERFORMANCE IN GEOGRAPHY IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN NZAUI DISTRICT MAKUENI COUNTY.

BY

KIMAYU RICHARD MUTUA

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION, DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, FOR PARTIAL FULFILMENT OF MASTERS OF EDUCATION KENYATTA UNIVERSITY.

MAY 2012
FACTORS INFLUENCING PERFORMANCE IN GEOGRAPHY IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN NZAUI DISTRICT MAKUENI COUNTY.

BY

KIMAYU RICHARD MUTUA

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION, DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, FOR PARTIAL FULFILMENT OF MASTERS OF EDUCATION KENYATTA UNIVERSITY.

MAY 2012
DECLARATION

This project is my original work and has not been presented for a degree in any other University.

KIMAYU RICHARD MUTUA

Reg No: E55/CE/14257/2009

This project has been submitted with my approval as university supervisors

DR. FLORENCE ITEGI

Lecturer

Department of Educational Management, Policy and Curriculum Studies

Kenyatta University

MR. KIRAGA GATIMU

Lecturer

Department of Educational Management, Policy and Curriculum Studies

Kenyatta University
DEDICATION

I dedicate this piece of work to my beloved wife Teresia Mutua and my children Kennedy, Fridah and Evans who welcomed my absence when I was away gathering this information. I also dedicate it to my late father who introduced me to school. May God rest his soul in eternal peace.
ACKNOWLEDGEMENT

I am grateful to Dr. Florence Itegi and Dr. Gatimu Kiraga for giving me guidance in conducting research and writing this project report.

I am also thankful to all the principals of secondary schools in Nzaui District and the students who were involved in the study. I wish to appreciate receiving data and support from the office of the District Education Officer (D.E.O.) Nzaui District and also to thank them for finding time to respond to my interview schedules and questionnaires.

In my work place I appreciate assistance accorded to me by Maumba secondary staff members especially Mr. Owour Misori (Deputy Principal) who acted in my place as a principal on many occasions when I had to be away whenever necessary during the field work. I must also acknowledge Mr. Kilonzo John the D.E.O Lamu East who encouraged me to stay in the library up to late hours in the night.

I am exceedingly grateful to my wife Teresia Mutua for deep concern to my education and endurance of family responsibilities. My heartiest thanks go to our children Kennedy, Fridah, and Evans for their patience, support and understanding during my years of study.
ABSTRACT

The primary purpose of this study was to investigate the factors which are currently affecting performance of geography in the Kenya Certificate of Secondary education (KCSE) in Nzauai District. Geography is one of the subjects in secondary school curriculum. However it has been noted that its performance in KCSE has been comparatively declining in relation with other humanities such as history and government and Christian Religious Education (CRE). This has therefore prompted a study to be carried out so as to establish the major factors that affect the performance of geography. The objectives of the study were to establish the number of lessons allocated to geography in secondary school curriculum, determine perception of students towards geography, establish the resources available for geography and determine the effect of teachers in performance of geography in Nzauai district. The major areas of investigation focused on the available physical facilities, teaching, learning resources, qualification of geography teachers, methods of teaching, methods of evaluation, preparation of schemes of work by geography teacher, the preparation of teachers through pre-service and in-service training and the assistance the school heads offer to teachers and students of geography. The study was conducted in a sample of 10 out of forty schools in the district. A sample of 10 principals, District Quality assurance and Standards officer (DQASO), 20 geography teachers and 200 students cutting across from good performance to poor performance were selected for the study. The research methodology used for the study was the descriptive research design. The data was collected by the researcher personally through interview schedules for principals and two types of questionnaires for teachers and students. The data collected was analyzed as per the research questions and presented using descriptive statistics including frequency counts, percentages and tabulations. The latest version of Statistical Package for Social Science (SPSS) computer program was used to analyze the data. The researcher established that performance of geography was as a result of interplay of many factors including unavailability of resources like workshops, libraries, fieldwork resources and teaching aids. Others included inadequate time allocated for teaching geography, a very wide syllabus and lack of adequate in-service training of geography teachers leading to high teacher-student ratio. From the findings, conclusions were drawn to the effect that teachers should be taken for in-service courses to acquire skills for proper teaching of geography and more lessons should be allocated to teaching geography.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>iv</td>
</tr>
<tr>
<td>Abstract</td>
<td>v</td>
</tr>
<tr>
<td>Table of contents</td>
<td>vii</td>
</tr>
<tr>
<td>List of tables</td>
<td>viii</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>ix</td>
</tr>
</tbody>
</table>

## CHAPTER ONE

### INTRODUCTION

1.1 Background of the study ........................................... 1

1.2 Statements of the research problem ............................ 3

1.3 The purpose of the study ........................................ 4

1.4 Objectives of the study ......................................... 4

1.5 Research Questions .............................................. 5

1.6 Basic assumptions of the study ................................ 5

1.7 Significance of the study ...................................... 6
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction ......................................................... 12
2.2 The position of geography in curriculum in Kenya ........................................... 12
2.3 Students perception on geography as a subject ..................................................... 13
2.4 Influence of school administration on students' performance .................................... 13
2.5 The influence of teachers on students' performance ................................................. 14
2.6 Influence of teaching-learning resources on students performance ............................ 15
2.7 Influence of socio-economic background on students performance ............................ 16
2.8 Summary of literature review ..................................................................................... 17

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction ........................................................................... 18
3.2 Research design ........................................................................ 18
3.3 The locale of the study ................................................................. 19
3.4 Target population ........................................................................... 19
3.5 Sample and sampling procedures .................................................. 19
3.6 Research instruments .................................................................... 20
3.7 Pilot testing .................................................................................... 21
3.8 Validity of research instruments ..................................................... 22
3.9 Reliability of research instruments .................................................. 22
3.10 Data collection procedures ........................................................... 23
3.11 Data analysis ................................................................................ 24

CHAPTER FOUR

RESULTS PRESENTATION AND DISCUSSION

4.0 Introduction .................................................................................... 25
4.1 Background of the respondents ...................................................... 25
4.2 Demography variables of the population ........................................ 26
4.3 Effects of teachers on students performance ................................... 27
4.4 Position of geography in secondary curriculum .............................. 35
4.5 Students perception towards performance in geography ................ 41
4.6 Resources available for teaching geography .................................... 44
# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction ........................................... 49

5.2 Summary of study findings ................................ 49

5.3 Conclusion ............................................. 52

5.4 Recommendation of the study .......................... 52

5.5 Suggestion for further studies .......................... 53

REFERENCES .............................................. 54

## APPENDICES

Appendix I. Introduction .................................. 57

Appendix II. Letter of introduction .......................... 58

Appendix III. Permission letter ............................. 59

Appendix IV. Questionnaire for geography teachers .... 60

Appendix V. Questionnaire for students ..................... 67

Appendix VI. Interview schedule for geography HODs and head teachers .......... 70

Appendix VII. Interview schedule for geography HODs and head teachers .......... 71

Appendix VIII. Interview schedule for the DEO and DQASO ...... 72

Appendix IX. Budget for the study .......................... 73
# LIST OF TABLES

Table 1. Comparison in performance in humanities in K.C.S.E. in Nzaui district

2008 – 2010 ................................................................. 4

Table 2. Percentages of study sample ................................................................. 26

Table 3. Student respondents by gender ............................................................. 26

Table 4. Teaching experience of Geography teachers ....................................... 27

Table 5. Head teachers and HODs rating teacher’s preparation .......................... 29

Table 6. Number of Geography teachers’ verses geography students’ ................. 32

Table 7. Person who guided students in choosing subjects in KCSE .................... 33

Table 8. Persons who decide whether students are to take geography ............... 34

Table 9. Enrolment in Humanities Subjects ....................................................... 35

Table 10. Reasons why students do not take Geography .................................... 36

Table 11. The number of lessons per week ......................................................... 37

Table 12. Candidates who enrolled for K.C.S.E in the last three years ............... 39

Table 13. Performance in Humanities for the last three years of the ten sampled
Schools ..................................................................................... 40

Table 14. Comparison in performance in humanities in K.C.S.E in the last three years ..... 41

Table 15. Teachers rating on students perceptions in geography ..................... 42

Table 16. Resources available for teaching geography ........................................ 45
Table 17. Number of geography textbooks per student ............................................. 46

Table 18. Number of geography field trips attended ............................................. 46

Table 19 Resources that should be added in schools ............................................ 47
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1. Goal setting Theory</td>
<td>8</td>
</tr>
<tr>
<td>Figure 2. Conceptual Framework of the Study: variables influencing the performance of geography in KCSE</td>
<td>10</td>
</tr>
<tr>
<td>Figure 3. The academic qualification of Geography teachers</td>
<td>28</td>
</tr>
<tr>
<td>Figure 4. Number of years taught in current schools</td>
<td>29</td>
</tr>
<tr>
<td>Figure 5. Extents to which teachers’ qualification influence students’ performance</td>
<td>30</td>
</tr>
<tr>
<td>Figure 6. the extent to which student-teacher ratio influence performance</td>
<td>32</td>
</tr>
<tr>
<td>Figure 7. Extent to which scope of geography syllabus influences students’ Performance</td>
<td>38</td>
</tr>
<tr>
<td>Figure 8. Student’s perception towards geography</td>
<td>42</td>
</tr>
<tr>
<td>Figure 9. HODs and head teachers rating on student’s perception towards geography</td>
<td>43</td>
</tr>
</tbody>
</table>
# ABREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.O.G.</td>
<td>Board of governors</td>
</tr>
<tr>
<td>C.R.E.</td>
<td>Christian Religious Education C.R.E</td>
</tr>
<tr>
<td>D.E.O.</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>DQASO</td>
<td>District Quality Assurance and Standard Officer.</td>
</tr>
<tr>
<td>G.O.K.</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>H.O.D.</td>
<td>Head of Department.</td>
</tr>
<tr>
<td>JAB</td>
<td>Joint Admission Board.</td>
</tr>
<tr>
<td>K.C.P.E.</td>
<td>Kenya Certificate of primary Education</td>
</tr>
<tr>
<td>K.I.E.</td>
<td>Kenya Institute of Education</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>M.O.E.</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>P.T.A.</td>
<td>Parents teachers Association</td>
</tr>
<tr>
<td>T.S.C.</td>
<td>Teachers Service Commissions</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization.</td>
</tr>
</tbody>
</table>
CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Academic performance is an important measure of learning attainment in education. It is through tests - both formative and summative that progress made by students in their studies can best be gauged. Success in education is increasingly being equated with good academic performance. Education being the cornerstone of the economic and social development improves the productive capacity of societies and their political economic and scientific institution. It helps to reduce poverty by mitigating its effect on population, health and nutrition. Education reform efforts in African countries have aimed at making education effective vehicle for national development (UNESCO 2003).

Secondary school education in Kenya has a duty to prepare students towards higher training and specialization in different career fields. The 8-4-4 curriculum exposes students to the study of various subjects. Each of these subjects is unique and important on its own way. Advancement in any given subject leads to a career field related to that subject they gain knowledge and develop interest and are highly poised to prefer career based in the subjects in secondary school. Student’s performance in Geography in KCSE examination has already been identified as a significant predictor of preference for geography related careers among the secondary school students. The usefulness of Geography is perceived in many different ways. It is seen in terms of arithmetic skills for use at home, in the office or in the workshop. Some see Geography as the basic of scientific development and modern technology. Kimani (1991) asserted that the foundation stone of scientific and technological advancement has strong background knowledge in Geography. For Kenya to realize vision 2030 it must embrace scientific and technological disciplines. Therefore the education system should drive our
country towards realizing the vision 2030 by making our students to be involved in science oriented subjects.

Geography as one of the elective subjects in the secondary schools curriculum. The usefulness of geography is observed in many ways. It enlightens students about the physical world and the environment. It provides us with exact and recognized knowledge of the distribution of phenomena on the earth surface, result in the explanation of the interaction of man with his environment. Therefore, poor performance in geography is of critical concern as most students who leave school with poor performance cannot compete effectively in the job market. However, good performance in the examination can lead to a better job hence better standards of living and a successful life.

The skills that one uses in geographical studies make an individual of potential interest to a wide range of employers, for example, working with development or aid agencies, environmental work using Geographical Information Systems (GIS), working for the census office and in tourism and recreation. According to the UNESCO (2000), geographers are taught wide-ranging combination of skills drawing in ideas from many sources. This ability to view issues from a wider perspective is appropriate for working in many different areas.

Joint Admission Board (JAB) (2002), gave the following point about the connection between Geography courses and the type of people employers want. Employers want people with good communication skills, people who can work in a team, and are able to collect data and analyze their work. Geography courses include a wide range of written, oral skills and writing essays, projects, oral presentations and fieldwork.

This shows the importance of geography as a KCSE subject. However, enrolment in Geography and performance has continued to drop in schools in Nzau District. This has caused
concern among the stakeholders in the district (Report from Quality Assurance and Standards Officer (Q.A.S.O.) on 2010 K.S.C.E analysis), during district educational day, the District Quality Assurance and Standards Officer for example was concerned with the declining performance of Geography subject because its mean score was lower than the other humanities. He complained that geography scored 7.92 which was even lower than physics which had a mean score of 8.2. Geography teachers were challenged to work extra hard and rectify that declining situation. This has therefore prompted a study to be carried out so as to establish the major factors that affect the performance of Geography in Nzaui District.

Areas of investigation focused on the position of geography in secondary school curriculum, the perception of students towards geography subject, the resources needed for teaching geography and the effects of teachers in performance of geography in Nzaui District. The researcher also examined the factors which influence performance of geography such as, availability of teaching resources, student-teachers' ratio, qualification of teachers, position of geography in curriculum, and students' perception towards geography subject.

1.2. Statement of the research problem

Despite the efforts made by the government to provide quality education in the country, performance in geography in KCSE in Nzaui district has consistently been poor as compared to other humanities such as history and government and Christian Religious Education (C.R.E.).
### Table 1. Comparison in performance in humanities in K.C.S.E. in Nzaui district 2008 - 2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Geography</th>
<th>History</th>
<th>C.R.E</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>7.92</td>
<td>9.5</td>
<td>8.8</td>
</tr>
<tr>
<td>2009</td>
<td>8.0</td>
<td>9.2</td>
<td>8.9</td>
</tr>
<tr>
<td>2008</td>
<td>8.5</td>
<td>8.9</td>
<td>8.6</td>
</tr>
</tbody>
</table>

Source: Nzaui District 2010 K.C.S.E. Results analysis report.

For instance in 2010 K.C.S.E results the highest mean score in the district in geography was 7.92 while in history it was 9.5 and in C.R.E was 8.8. This has been reported by the District Quality Assurance Officers from the district after analyzing 2010 KCSE results. During the district education day the D.E.O challenged the Geography teachers to improve Geography performance. This decline in performance calls for investigation on the factors behind the performance of geography in Nzaui district.

### 1.3 The purpose the study

The purpose of this study was to find out the factors responsible for poor performance in geography in Nzaui District and propose some techniques of teaching geography to improve its performance. The study was to find out the perception of students, teachers and other factors which influenced performance of geography which included resources such as textbooks, maps and films.

### 1.4 Objectives of the study

By the end of the research the researcher was able;

(a) To determine the effect of teachers in performance of geography in Nzaui District.
(b) To establish the position of geography in secondary school curriculum.

(c) To determine the perceptions of students towards geography subject in Nzau District.

(d) To establish the resources available for teaching geography in Nzau District.

1.5 Research Questions

The research addressed itself to the following questions;

(a) What were the effects of teachers in performance of geography subject in Nzau District?

(b) What was the position of geography subject in secondary school curriculum in Nzau District?

(c) What were the perceptions of students towards geography subject in Nzau District?

(d) Which resources were available for performance of geography subject in Nzau District?

1.6 Research Assumptions

The following assumptions guided the study:

i. The sampled schools had trained geography teachers hence students and teachers in those schools attend classes for 39 weeks in an academic year.

ii. The researcher expected all respondents to give accurate response to the questionnaire.

iii. The researcher also assumed that most of the students in the sampled schools covered their syllabus by the time they sat for their KCSE and KCSE was an accepted instrument for judging the students achievements.
1.7 Significance of the study

The research was important because it explored the factors influencing the performance of geography in Nzaui district. Measures were to be taken by D.Q.A.S.O, principals, and Geography teachers to counter the declining performance in geography in the future. The results may benefit educational institutions and personnel involved in policy formulation pertaining to education in Kenya, such as the Kenya Institute of Education (KIE), teachers and Kenya National Examinations Council (KNEC). It may help curriculum developers to re-examine the geography syllabus and improve some topics to enable coverage of the syllabus at the stipulated time, or to consider allocating more instructional time instead of the current allocated time.

1.8 Delimitations of the study

The study targeted selected secondary schools in Nzaui District in Makueni County. The study investigated the factors influencing the performance in geography in general. The respondents were teachers teaching the subject and students taking the subject and also HODs and the principals who determine resources allocation.

1.9 Limitations of the study

Due to financial limitations the study was limited to only 10 secondary schools in Nzaui District. In addition, due to limited time, the researcher was not able to trace the students who have already sat for KCSE in the previous years in the District whose responses would have been crucial to the research. The findings of the study could not therefore be really generalized to the entire Eastern Province or the nation.
1.7 Significance of the study

The research was important because it explored the factors influencing the performance of geography in Nzaui district. Measures were to be taken by D.Q.A.S.O, principals, and Geography teachers to counter the declining performance in geography in the future. The results may benefit educational institutions and personnel involved in policy formulation pertaining to education in Kenya, such as the Kenya Institute of Education (KIE), teachers and Kenya National Examinations Council (KNEC). It may help curriculum developers to re-examine the geography syllabus and improve some topics to enable coverage of the syllabus at the stipulated time, or to consider allocating more instructional time instead of the current allocated time.

1.8 Delimitations of the study

The study targeted selected secondary schools in Nzaui District in Makueni County. The study investigated the factors influencing the performance in geography in general. The respondents were teachers teaching the subject and students taking the subject and also HODs and the principals who determine resources allocation.

1.9 Limitations of the study

Due to financial limitations the study was limited to only 10 secondary schools in Nzaui District. In addition, due to limited time, the researcher was not able to trace the students who have already sat for KCSE in the previous years in the District whose responses would have been crucial to the research. The findings of the study could not therefore be really generalized to the entire Eastern Province or the nation.
1.10 Theoretical framework

Locke’s Goal-setting theory.

Goal setting theory is generally accepted as among the most valid and useful motivation theories in industrial and organizational psychology, human resource management, and organizational Behaviour. Locke and Latham (1990) pointed out that many of us have learned — from bosses, seminars, and business articles — to set Specific, Measurable, Attainable, Relevant, and Time-bound (SMART) goals. It seems natural to assume that by setting a goal that’s Specific, Measurable, Attainable, Relevant and Time-bound, we will be well on our way to accomplishing it. In Dr Edwin Locke’s article *Towards a Theory of Task Motivation and Incentives*, he stated that students were motivated by clear goals and appropriate feedback. Locke went on to say that working towards a goal provided a major source of motivation to actually reach the goal — which, in turn, improved performance. Locke’s research showed that there was a relationship between how difficult and specific a goal was and people’s performance of a task. He found that specific and difficult goals led to better task performance than vague or easy goals.

In 1990, Locke and Latham published their seminal work — *A Theory of Goal Setting and Task Performance*. In this book, they reinforced the need to set specific and difficult goals, and they outlined three other characteristics of successful goal setting. Their model is presented in Figure 1.
To motivate, goals must have five principles. They are; Clarity, Challenge, Commitment, Feedback, and Task complexity. The first principle in Goal setting theory is Clarity. In this principle, Clear goals are measurable and unambiguous. When a goal is clear and specific, with a definite time set for completion, there is less misunderstanding about what Behaviour will be rewarded. You know what’s expected, and you can use the specific result as a source of motivation. To improve your team’s performance, set clear goals that use specific and measurable standards. “Reduce poor grades such as Ds and Es in exams or students encouraged to get quality grades such as Bs and As” are examples of clear goals. When you use the
SMART approach to help you set goals, you ensure the clarity of the goal by making it specific, Measurable and Time-bound.

The second principle is Challenge. One of the most important characteristics of goals is the level of challenge. Rewards typically increase for more difficult goals. If you believe you’ll be well compensated or otherwise rewarded for achieving a challenging goal, which will boost your enthusiasm and your drive to get it done.

Commitment is the third principle in goal setting theory. Goals must be understood and agreed upon if they are to be effective. Students are more likely to “buy into” a goal if they feel they were part of creating that goal. The notion of participative management rests on this ideal of involving student in setting goals and making decision. One version of SMART – for use when you are working with someone else to set their goals- has A and R stand for Agreed and Realistic instead of Attainable and Relevant. Agreed goals lead to commitment.

The fourth principle in goal setting theory is Feedback. In addition to selecting the right type of goal; an effective goal program must also include feedback. Feedback provides opportunities to clarify expectations, adjust goal difficulty, and gain recognition. It’s important to provide benchmark opportunities or targets, so individuals can determine for themselves how they’re doing. These regular progress reports, which measure specific success along the way, are particularly important where it’s going to take a long time to reach a goal. In these cases, break down the goals into smaller chunks, and link feedback to these intermediate milestones. SMART goals are measurable, and this ensures that clear feedback can be provided. Task complexity is the last principle in goal setting theory. This factor in goal setting theory introduces two more requirements for success. For goals or assignment that is highly complex, take special care to ensure that the work doesn’t become too overwhelming. People who work in complicated and demanding roles probably have a high level of motivation already. The
whole point of goal setting is to facilitate success. Therefore, you want to make sure that the conditions surrounding the goals don’t frustrate or inhibit people from accomplishing their objectives. This reinforces the “Attainable” part of SMART.

Figure 2. Conceptual Framework of the Study: variables influencing the performance of geography in KCSE.

1 Position of geography in curriculum.

3 Perception of students towards geography.

5 Resources available for teaching geography.

7 Teachers’ skills and methodology for teaching geography.

Source: researcher’s own conceptualization (2011)

For success in any subject, student’s ability and effort should be supported by adequate resources, adequate instructional time and qualifies teachers. Students should also have positive perception towards the subject. The study was to find out those factors which influenced performance in Nzaui district. The independent variables for the study were available resources for teaching student taking geography, perception towards geography, position of geography subject in the curriculum, teachers’ qualification, students – teacher ratio and career guidance for students
1.11 Definition of significant terms

For the purpose of clarity in the research study the following significant terms were defined.

**Attitude**: Refers to readiness to react towards or against some situation, a person or thing in a given manner for instance with love, hatred or fear resentment to a particular degree of intensity.

**School administrators**: Refers to the school heads or the teachers delegated the responsibility of being in charge of the school or learning in institution.

**Curriculum**: Refers to the subjects taught in school.

**Enrolment**: - refers to number of pupils in the school.

**Evaluation**: The assessment of results and comparing them with the set targets and objectives.

**Quality**: Is the degree of achievement as evidenced in our case by performance in national examination and gaining entry to next level of education.

**Teacher**: A person employed in an official capacity for purposes of guiding and directing the learning experiences of pupils in an educational institution whether private or public.

**Teaching**: the act of guiding or directing the learning experiences of pupils in learning

**Performance**: Status of a pupil with respect to attained knowledge or skills as compared with other pupils and other schools adopted standards

**Evaluation**: The assessment of results and comparing them with the set targets and objectives.

**Efficiency**: This is the extent to which the inputs provide the expected output in a school setting.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review of this research was done under the following headings; They included, the status of geography in curriculum in Kenya, student’s perception on Geography subject, the influence of school administration on student’s performance, influence of teaching-learning resources on student’s performance and influence of socio-economic background on student’s performance in Geography.

2.2 The position of geography in the Kenyan curriculum

With the introduction of 8-4-4 curriculum in secondary schools in 1986, geography was among the compulsory subjects offered. However, the Government of Kenya (1999), in the Report of Commission of Inquiry into Education System of Kenya a report prepared by Koech), noted that the aims and goals of secondary school curriculum could not be adequately attained because the curriculum was criticized as being overloaded in terms of content and the number of subjects studied and examined. Therefore, this led to the curriculum being reviewed reducing the number of subjects that a candidate sits for at KCSE from ten (10) to eight (8). Among other subjects, geography was made an elective subject. The Government of Kenya (1999), in the Report of Commission of Inquiry into Education System of Kenya was concerned that geography content bears a bias towards high potential areas only. This was especially so when it stated in part thus: ‘.....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 is included as a disadvantage on the part of the learners from the Arid and Semi-Arid Lands (ASALs) who may not be conversant with high breed cattle’
Currently, geography is an elective subject among Group III subjects, which include History and Government, and Religious Education. According to the Ministry of Education (2005) both the candidature for geography and its performance has been declining for the five years.

2.3 Students’ perception of Geography as a subject

Nkosana (1998) points out that if teachers feel that the subject is not important to the extent that they do not emphasize teaching it; students may not be blamed for having the same perception. Agwata (1996) carried out a study in secondary schools in Nairobi and noted that students who had dropped economics held that the subject was too difficult and abstract for their level. It is often true that students’ attitude towards a subject will affect the overall outcome in national examinations. The negative attitude towards geography may originate from the fact that much of its content includes concepts and diagrams that are too abstract for learner’s to easily comprehend. The use of appropriate local examples by teachers to help foster an understanding and arouse interest in the subject is limited.

2.4 The influence of school administration on student’s performance

The success of development and provision of quality education and excellence in National examinations depends upon the quality of school managers (Heads teachers and their staff). In most cases, schools are given students of high aptitude, have qualified teachers, have required facilities, and students have paid fees in good time and yet this school performs poorly. The poor performance may be due to poor organizational and administrative structure.

Olembo (1997) attribute poor results to the ‘armchair of head teachers’ who do not know what goes on in the classroom. A manual from the ministry of education points that head teacher will set the standard for the school. His appearance, punctuality, and morality must be beyond reproach and should be aware that the way he behaves is to be known to all in the school.
Shantz and Rideout. (2003) ascertained that the fast and rapid expansion of education has led to appointment of head teachers who have not had the experience to execute their duties efficiently as it is expected of them. Further, Shantz and Rideout(2003 p 92) asserts that “the organization and management of schools places great responsibility on the heads shoulders and demands from him knowledge of office, administration, personal management, educational practice, accounting and building maintenance”. From this quotation, the head teachers could influence the students’ performance in the national examination.

That is why Yusuf (a former Kenya National Examination secretary) said ‘close examination of those schools which have consistently performed well in examinations has revealed that strong and efficient leadership contributed to these good results’ (The standard 22nd October, 2003) such leadership is necessary for strengthening co-operation within the schools. Administrative role of the head teacher involves planning, organizing, directing controlling and management of all matters pertaining to education enhancement in the school. This implies that all activities done in the school are performed on behalf of the head teacher.

2.5 The influence of teachers on student’s performance

The quality of education depends on the quality of its teaching force. Professional training enables some teachers to impart knowledge more efficiently than teachers who have not received such training (Odhiambo, 2005) points that “The Caliber of teachers in any school system form important educational resources on school outcomes. Where educational resources are limits, the teacher is required to carry extra responsibilities of supplementing the difficulties of the school system. This teacher has the double task of providing what home background and school system do not offer.”
From this point of view, the teachers’ role is to create a bridge between the environments with a clear objective of incorporating the pupils into the world of school. It is in this context that the contribution of qualified teachers should be assessed. It does not require much imagination to appreciate the fact that both teacher characteristics, perceptions and school resources will translate learning gains by pupils and to the extend they are utilized in the process of instruction.

Achola (1990) noted that, the provision of home work, Provision of extra tuition during official school holiday and Provision of tuition during weekends improves student’s performance. He also reported that there is positive correlation between hours spent on homework and school performance. The proportion of teachers who reported longer hours spent by pupils on homework task tended to be in top performing schools. Achola (1990) also reported that there is a high correlation out of class work (prep) and achievement.

According to Achola (1990) 60% of schools in Western Province had no formal prep or homework assignment given to pupils. Although prep appears on the timetable, students are left to do what they like. Head teachers do not monitor their teachers to make some set assignments for prep/homework. Achola (1990) found that the provision of tuition on weekends makes a difference in schools performance in both Maths and English. He also found that better educated and or trained teachers produce positive learning outcome.

A good teacher is that who is creative in selecting the appropriate teaching, learning strategies that motivate the interest of his/her learner. Correct choices of the strategies enhance good performance in geography.

2.6. Influence of teaching—learning resources on students’ performance

Effective teaching depends on the availability of resources such as books, laboratories and visual and audio-visual teaching aids.
Songole (1999) pointed that the most important teaching resource that distinguishes schools is the provision of text books. He added that good performance demands every school to be equipped with relevant textbooks.

The instructional resources play an important role in explaining the wide variation in academic performance among students enrolled in different types of secondary schools. It is good to note that schools with abundant resources may not always utilize them efficiently and consequently fail to raise student’s level of performance. On the other hand Schools with limited resources may utilize what they have efficiently and this may boost learning and students performance despite the deficiencies in material provision. The availability of teaching and learning resources in geography makes a difference in the achievements of students.

Good teachers as they teach keep in mind both what they teach with. Learning would be passive and boring if learning resources are not incorporated effectively, organized and exploited in the learning process. It is the proper organization of learning resources and use of appropriate teaching and learning strategic which will enhance the acquisition of the subject matter of the content.

2.7 Influence of socio-economic background on students performance in geography

Home environment plays a key role in the academic performance of a student. The home environment varies in many aspects such as parent’s level of education, economic status, attitudes, values interests, Parental expectations, family sizes, among others. Research carried out in the Western countries concluded that social- cultural economic and political structures are the main determinants of schools outcome.

Achola (1990) noted that the school teachers and related factors accounted for 28% of the variation with student’s achievement while home circumstances explained 20% of the variation.
in the performance. The student’s socio-economic background has greater influence on students’ academic achievements than the school–based factors. Seen from this perspective, the home environment could affect performance in geography. The children can learn directly from the environment by imitating their parents and Parental attentions, attitudes and aspirations can influence the academic ability of children. Positive parental attitude will lead to acceptance of a child who will develop into enthusiastic, responsible, calm, attentive, optimistic and relaxed child. Such a child is capable of doing well in national examinations. Such positive parents would also provide learning resources to their children, motivate them, follow up their performance at school and these would lead to excellent results.

2.8 Summary of Literature Review

The reviewed literature tried to show the position of geography in the secondary school curriculum, and the possible gaps existing therein, which may have had negative effects in the attainment of the subject’s objectives. Revealed was the significance of teaching and learning resources in curriculum implementation. Their availability and use has shown to have an effect on performance. It therefore attempted to show that there was need to assess resource availability and use in Kenya’s secondary schools. The review further revealed that there was need to determine the effect of teachers’ qualification on students’ performance in geography as an elective subject. The review was categorical on the need to assess the relationship between teacher’s experience and performance in the subject. Successful curriculum implementation depends on availability of enough teaching personnel. The review highlighted the need to determine how well staffed the Kenyan secondary schools are especially in geography as a subject and what its effect is on performance. It tried to show reason why this study will be necessary so as to establish possible causes to poor performance.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the details of methodology used in the study such as location of the study, study population and sampling, description of research instruments and data collection procedure. The chapter closes with an explanation of the data analysis techniques that will used in the study.

3.2. Research design

Orodho (2005) defines research design as the arrangement of conditions for collection and analysis of data in a manner that aims at relevance to the research purpose with economy in the procedure. It is the conceptual structure within which the research is conducted. The researcher used descriptive survey design to explore the factors that are influencing performance of geography of K.C.S.E in Nzaui district. According to Orodho (2005) descriptive survey studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered.

The descriptive survey was used for this study because it allowed the researcher to study phenomena without manipulation of variables. Since this study involves human subjects, and the information needed could not be manipulated, the researcher collected information on the state of affairs in the schools without manipulating any variable. The researcher also explored the correlation between the availability and use of resources, students’ performance in K.C.S.E, how teachers contribute to student’s performance in KCSE and how socio-economic backgrounds affected the students in their performance in geography in KCSE and how school administration influence the students’ performance of geography in KCSE.
3.3. Locale of the study

The research was conducted in Nzaui District in Makueni County. This district was carved out of Makueni District. The district is selected for study because of its continued decline in performance of geography and therefore there is need to establish the factors which influence performance of geography subject in K.C.S.E. Singleton (1993) notes that, the ideal setting for any study should be accessible to the researcher and should be that which permits instant rapport with the informants. Nzaui District is fairly accessible though most of the roads are dry weather and inaccessible during rainy seasons.

3.4. Target population

Orodho (2005) defined target population as members of a real or hypothetic set of people, events or objects the researcher wishes to generalize the result of the research. The targeted population for the study was 10 public secondary schools in Nzaui District which present candidates for KCSE. This includes 2 boarding (boys /girls) schools, 3 mixed day / boarding and 5 mixed day secondary schools.

The study respondents were ten (10) secondary schools principal and H.O.DS, twenty (20) geography teachers and two hundred (200) geography students. For observation all the ten sample schools were used.

3.5. Sample and sampling procedures

Orodho (2005) defines sample as a portion of a target population. He also defines it as a means of selecting a given number of subjects from a defined population as a representative of that population.

Out of 40 secondary schools in Nzaui district the researcher employed stratified random sampling to select 10 schools. Among the selected ten schools included 2 boarding boys/girls
and 3 mixed day/boarding schools and 5 mixed day schools, which were 25% of the target population. Gay (1992) recommended that if the population is large a minimum of 10% is adequate for the sample. However if the population is small, then a larger sample can be taken. In this case the population of 40 schools was small and therefore 25% sample size was used.

From each of the selected 10 schools, the schools must have been enrolling candidates for KCSE for the last three years. The researcher solicited information from head teachers, HODs and teachers of geography. Two geography teachers were selected from each school.

The study involved Form Three and Four students from sampled schools. The choice of Form Three and Four students was based on the fact that they had already made subject choices for K.C.S.E. The researcher randomly selected 10 Form Three and 10 Form Four geography students from the ten selected schools giving total of 200 students. In mixed schools the researcher ensured gender balance by selecting equal number of boys and girls per class. In addition, included as part of respondents was the District Quality Assurance and Standard Officer (DQASO).

3.6 Research instruments

The researcher used the following three types of research instrument; The Questionnaires, Interviews; and Observation schedules. The questionnaires method was used to collect data from teachers and students while interviews were used to guide interviews held with head teachers, HODs and D.Q.A.S.O. The observation schedule was used at school level on observing physical infrastructure.
a) Questionnaires

According to Orodho (2005) Questionnaires offers considerable advantages in the administration; it presents an even stimulus potentially to large number of people simultaneously and provides the investigation with an easy accumulation of data.

The researcher employed two types of questionnaires. These were designed to solicit information from the geography teachers and students. On the section of teachers the bio-data included; gender, teaching, professional experience and academic qualifications and how those factors influenced performance of geography. The student Questionnaires had two sections; one for collecting the background data, while the second on factors affecting the performance of geography subject.

b) Interview schedules

This was administered for the purpose of personal interviews with the district officer, DQASO, HODs and the principals because they were few and busy, hence the most suitable method for them as they could not get time for questionnaire. The researcher was able to probe the participants to get explanations and clarifications regarding the problem under study during the interview.

c) Observation schedule

This instrument was used at school level. The researcher observed in each school the nature and adequacy of the different learning resources and physical facilities such as classrooms and library.

3.7 Pilot testing

According to Orodho (2005) it is necessary that research instruments to be piloted as a way of determining validity and reliability. The research instruments were piloted in one school in the
district where it involved, the principal H.O.DS, teachers and 10 students. The purpose for piloting was to assess their clarity and the suitability of the language used. The instruments were revised.

3.8 Validity of Research Instruments

Mugenda and Mugenda (1999) defined validity as the accuracy and meaning fullness of inferences which are based on the research results. In other words validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity, according to Orodho (2005) is the degree to which a test measures what it supports to measure.

According to Orodho (2005) validity of an instrument is improved through expert judgment. As such, the researcher sought assistance of research experts, experienced graduates, lecturers and experienced supervisors in order to help improve content validity of the instrument.

3.9. Reliability of Research Instruments

Mugenda and Mugenda (1999) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To enhance reliability of the instruments, a pilot study was conducted in a population similar to the target population, but which was not used in the final study. The reason behind pre-testing was to improve reliability of the instruments. The researcher assessed the clarity of the questionnaire items such that the items found to be inadequate or vague were either discarded or modified to improve the quality of the research instrument thus increasing its reliability.

Split-half technique of reliability testing was employed, whereby the pilot questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves was computed using the formulae given below:
i) \[ r = 1 - \frac{6 \sum (D)^2}{N (N^2 - 1)} \]

Where:

- \( r \) = correlation coefficient
- \( N \) = sample
- \( \sum \) = summation of scores
- \( D \) = deviation

ii) \[ SH = \frac{2R}{1+r} \]

Where

- \( SH \) = Split half
- \( R \) = Correlation coefficient

iii) A reliability of 0.7 or greater was accepted.

3.10. Data collection procedure

First a letter of introduction and permission to conduct a small scale- research was granted/issued by permanent secretary, Ministry of Education. The researcher then visited all the ten schools to deliver the questionnaires for the head teachers, HODs, teachers and students. They were requested to respond to the questionnaires appropriately and hand in the duly filled forms to the researcher. Questionnaires were administered by the researcher himself and coordinated the subject teachers with assistance from the HODs and the head teacher. To allow the respondents to have ample time to study and respond appropriately, the instruments were
distributed in the morning and collected at the afternoon. At the same time, questionnaires for teachers were administered and collected at the same time with those of the students.

The researcher interviewed the HODs and the head teachers using the interview schedule, as teachers and students continued to fill the questionnaire. To minimize attrition (threat to internal validity) the researcher explained the importance of the study to the respondents before they responded to the items contained in the research instruments.

With regard to observation, this was carried out in each school. General physical environment was observed e.g. playing facilities, libraries classes, offices, workshops, laboratories etc.

3.11 Data analysis

Descriptive and inferential statistics were used in data analysis for this study. Descriptive statistics were used to analyze data on the availability of physical facilities for teaching Geography. Data collected from the field after which it was coded and entered in the computer for analysis using the statistical package for social sciences (SPSS).

The data was collected using two research instruments, the interview schedules for HODs, principals and D.E.O and questionnaire for teachers and students.

The responds were presented using descriptive statistics such as frequency distribution, calculating percentage and tabulation. The data was summarized, conclusions drawn, recommendation for the study and further research given.

Results of interview were used as informative evidence in explaining some findings and observations. Results assisted in verifying some data collected by questionnaire. It was on the basis of this approach that findings were reached any conclusions drawn.
CHAPTER FOUR

RESULTS PRESENTATION AND DISCUSSION

4.0 INTRODUCTION

This study set out to investigate those factors that influence performance of geography in Nzaui District in Makueni County. The researcher prepared two hundred (200) questionnaires to be administered to the two hundred sampled form three and four students. He also prepared twenty (20) questionnaires for geography teachers and HODs and the DQASO. These instruments were administered for the purpose of collecting the data. The response level is summarized in the tables.

4.1 Background of the respondents

The researcher collected the data himself. The collected data was analyzed using quantitative and qualitative techniques. Calculations of a proportion in form of percentages and ratios and drawing of inferences from the contents of the questionnaire were done. Enrolment was taken as a dependent variable in this study while such factors as teachers’ qualifications, and experience, resource availability staffing in geography were taken as independent variables. This chapter presents findings of the study as per the research objectives which included the following:

i) To determine the effect of teachers in performance of geography in Nzaui district.

ii) To establish the position of geography in school curriculum.

iii) To determine the perceptions of students towards geography subject in Nzaui district.

iv) To establish the resources available for teaching geography in Nzaui district.
4.2. Demographic variables of the population

The study sought to establish personal data from two hundred (200) students and twenty (20) teachers and ten (10) H.O.Ds, principals and district quality assurance officer. However five (5) students did not fully complete their questionnaires and were thus excluded from the analysis totaling (195) the resource initially sampled ten (10) geography teachers. However five schools were found to have two geography teachers each.

Table 2. Percentages of study sample

<table>
<thead>
<tr>
<th>Group</th>
<th>Sampled</th>
<th>Responded</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>200</td>
<td>195</td>
<td>97.5</td>
</tr>
<tr>
<td>Teachers</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>H.O.Ds</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Head teachers</td>
<td>10</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>DQASO</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

Therefore the number of respondents were ten (100%) teachers, nine head teachers out of the sampled ten (90 %) were available as respondents to the interviews on the days they were scheduled. In addition ten (10) HODs for humanities and the district quality assurance and standards officer were interviewed.

Table 3. Student respondents by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Geography students</th>
<th>Non-geography respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency (N)</td>
<td>Frequency (N)</td>
</tr>
<tr>
<td>Male</td>
<td>34 (78%)</td>
<td>64 (42%)</td>
</tr>
<tr>
<td>Female</td>
<td>9 (22%)</td>
<td>88 (58%)</td>
</tr>
<tr>
<td>Total</td>
<td>43 (100%)</td>
<td>152 (100%)</td>
</tr>
</tbody>
</table>
Out of the total number of the students in the sampled schools, it was found that only (20 %) take geography while (78 %) of respondents who take geography were males while only twenty two percent (22 %) were females. On the other hand there were more female non- geography humanity respondents (58 %) against the male who were (42 %). This implies that geography was liked by more boys than girls. This agrees with Agwata (1996) who in his research discovered that majority of male students enroll in science subjects. Majority of the students perceive geography as a science subject.

4.3. Effects of teachers in student’s performance

The first objective was to determine the effect of teachers in student’s performance out of 25 geography teachers who participated in the study 64% were males while 36% were females

Table 4 Teaching experience of Geography teachers

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5yrs</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>5 – 10 Yrs</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>10 - Above</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4 shows teachers teaching experiences. Majority of teachers (88%) had a teaching experience of more than five years and (12%) have taught for less than five years.

Teachers were asked to indicate their academic qualification. From figure 4.3 it can be observed that 15% if teachers had masters in education while 75% had Bachelors in Education and 10% had Diploma in education.
Most geography teachers had undergone a pre-service training course, either at the university or at Diploma College. This revealed that teachers were professionally qualified and were able to handle geography effectively. H.O.Ds should regularly check the lesson notes, lesson plans and schemes of work to ensure that teachers conform to the current syllabus. Fieldwork approaches in learning geography should be given more attention by geography teachers and needs to be organized at least once a term because this is a requirement by K.I.E.

Head teachers and H.O.Ds were asked what measures they take to ensure that geography syllabus is covered effectively and on time. Most H.O.Ds and teachers agreed that they normally and routinely check geography teachers’ lesson preparation which includes schemes of work, lesson plan and lesson notes. They rated the schemes, lesson plan and lesson notes by writing good or poor. Table 5 shows how they responded.
Table 5. Head teachers and HODs rating teacher’s preparation

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schemes of work</td>
<td>79%</td>
<td>21%</td>
<td>100%</td>
</tr>
<tr>
<td>Lesson plan</td>
<td>65%</td>
<td>35%</td>
<td>100%</td>
</tr>
<tr>
<td>Lesson notes</td>
<td>83%</td>
<td>17%</td>
<td>100%</td>
</tr>
</tbody>
</table>

All (100%) HODs and head teachers interviewed said that they assist covering the syllabus. This is done in various ways such as buying teaching materials such as revision materials, maps, and globes, financing field work and inter school symposium for students. They also and importing external teachers to assist in syllabus coverage.

The geography teachers were asked to indicate the number of years they taught in their current station to which they responded as shown in figure 4.

**Figure 4. Number of years taught in current schools**
The findings indicate that 37.5% teachers had taught in their current schools for between 4 – 6 years, 25% taught for less than 3 years, 21.9% had taught for between 7 - 9 years while 15.6% taught for between 9 – 12 years. This implies that retention of geography teachers is very high. Retention of teachers in the profession and gaining teaching experience can be beneficial to students emotionally and professionally. As a result students develop confidence in learning geography which enables them perform.

The study set out to assess the extent to which qualification of teachers in their subjects influences performance. About (56%) teachers had never attended any in service course in geography. Majority of teachers (80%) considered themselves highly qualified for effective teaching of geography. The (20%) who did not consider highly qualified reported that they needed proficiency courses in teaching and more seminars and workshops so as to improve their teaching of their subjects. From the ten sampled schools most of those teachers who were not highly qualified were untrained form four leavers who were engaged by school boards to teach the subject. Those schools which hired Form Four school leavers to assist in teaching did this, due to staff shortage.

Figure 5. Teachers’ rating on the extent to which teachers’ qualifications influence students’ performance in geography.

Figure 5. Extents to which teachers’ qualification influence students’ performance
Figure 5, shows that (76%) teachers reported that teacher’s qualification influence students’ performance to a large extent; while (24 %) reported that it affected performance to a small extent. Educated and trained teachers have the knowledge and ability to guide students because they are conversant with the necessary content and methods. Orodho (1996) also states that better educated or better trained teachers produce positive learning outcomes. In his view this is so because trained teachers are found to exhibit less of an authoritarian mode of teaching better, professional perspective, and better lesson mastery. A teacher’s experience in the field of teaching also has a bearing on student’s performance. A teacher who has taught for a long period from the experience gained knows how best to guide the students.

H.O.Ds and Head teachers were asked to give the student-teachers ratio in their schools. To establish the student –teachers’ ratio, the numbers of Geography teachers per school were tabulated in the table 6.
Table 6. Number of Geography teachers’ verses geography students’.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Geography teachers</th>
<th>Geography students</th>
<th>Teacher-student ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
<td>122</td>
<td>1:61</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>130</td>
<td>1:43</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>225</td>
<td>1:56</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>3</td>
<td>1:72</td>
</tr>
<tr>
<td>E</td>
<td>2</td>
<td>113</td>
<td>1:57</td>
</tr>
<tr>
<td>F</td>
<td>3</td>
<td>112</td>
<td>1:37</td>
</tr>
<tr>
<td>G</td>
<td>2</td>
<td>70</td>
<td>1:35</td>
</tr>
<tr>
<td>H</td>
<td>2</td>
<td>102</td>
<td>1:51</td>
</tr>
<tr>
<td>I</td>
<td>2</td>
<td>132</td>
<td>1:66</td>
</tr>
<tr>
<td>J</td>
<td>3</td>
<td>145</td>
<td>1:48</td>
</tr>
</tbody>
</table>

From Table 6. The teacher – student ratio is very low and this easily affects the implementation of Geography curriculum hence performance in Geography.

Teachers were asked to what extent they think student-teacher’s ratio influence performance in Geography.

**Figure, 6. The extents to which student-teachers ratio influence performance**
Figure 6 shows that 71% of teachers reported that teachers – student’s ratio influence performance of Geography to a large extent while (29%) reported that it affected performance to a small extent. A teacher’s knowledge of the subject matter, the teacher – pupil contact and methodology and techniques of importing knowledge are great attributes which have significant effect on the student academic performance. Ng’ethe (2004) explained further that for students to perform well in any examination their teachers must know them and have profound knowledge of the state of their physical, intellectual and psychological resources. Therefore teachers must have a manageable number of students. When the teachers – student ratio is large, it means teachers- student concentration will be reduced and this will affect performance.

These findings conform to the observation of Bell (1993) that many schools suffer an acute shortage of teaching personnel and Songole (1999) who asserts that human resources are important in curriculum implementation and in the attainment of syllabus objectives.

On career guidance students were asked who decides on their choice of subject. A total of (79.5 %) students reported that they were guided in choosing subject for KCSE, while (20.5 %) were not guided. Table 7, shows persons who guided students in choosing subject for KCSE.

<table>
<thead>
<tr>
<th>Person</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class teacher</td>
<td>50</td>
<td>25.6</td>
</tr>
<tr>
<td>Parents</td>
<td>12</td>
<td>6.2</td>
</tr>
<tr>
<td>Relatives</td>
<td>10</td>
<td>5.1</td>
</tr>
<tr>
<td>Career teacher</td>
<td>75</td>
<td>38.5</td>
</tr>
<tr>
<td>Friends</td>
<td>8</td>
<td>4.10</td>
</tr>
<tr>
<td>Not guided</td>
<td>40</td>
<td>20.5</td>
</tr>
</tbody>
</table>
According to the table 7; (38.5%) students were guided by career teachers (25.6%) class teacher, parents (6.2%) relatives (5.1%) and friends (4.10%) in career election. However (20.5%) reported that they had chosen the subject without any guidance. Asked if they would change some subjects if given a chance (76.4%) reported they would not, while (23.6%) indicated they would.

A total of (64%) teacher reported that they had career teachers in their schools and that students are always assisted in the choice of subjects. The geography teachers were asked to state that assisted student to take or not take geography to which they responded as shown in table 8.

Table 8. Persons who decide whether students are to take geography

<table>
<thead>
<tr>
<th>Who decides</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Career teacher</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Class teacher</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Self</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>Teacher counselor</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Parents</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Relative</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 8, shows that according to the teachers, the persons who decides on whether a student will take or not take geography include self (48%) career teacher (24%) parents (12%) class teacher each (4%) and head teacher (0%). This implies that most (48%) of the students chose the subjects for themselves.

Teachers were asked to suggest some strategies that could be employed to improve performance in geography. They stated that more geography laboratories should be improvised,
national exams to test on all topics since geography as a subject is too wide, some topics should be scrapped, and teacher should be friendly and encourage them. Some topics are very complex for the students to understand. Therefore they should be revised. Also provide more resources and employ more geography teachers to school and teacher - student ratio should be balanced.

Students were asked why they perform poorly in geography as a subject. They gave the following reasons such as poor revision skills, lack of interest in the subject and some said that geography syllabus was too wide and they don’t cover it and some topics are complex.

4.4 Position of geography in secondary curriculum

The second study objective was to establish the position of geography in secondary curriculum. Students were asked to indicate how they selected their subjects in form two as they joined Form three.

Table 9. Enrolment in Humanities Subjects

<table>
<thead>
<tr>
<th>Year</th>
<th>Geography</th>
<th>History</th>
<th>CRE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>43 (22%)</td>
<td>92(47.2%)</td>
<td>60(30.8%)</td>
<td>195(100%)</td>
</tr>
</tbody>
</table>

Out of the 195 students from the 10 sampled schools, (22%) enrolled for Geography and (30.8%) enrolled for CRE while (47.2%) enrolled for History. This has revealed that Geography is not popular among students. This is because geography is perceived as a science subject by students.

Those students who selected other humanities were also asked to give reasons to why they did not choose geography. Table 10 shows their responses.
Table 10. Reasons why students do not take Geography

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency(N)</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no teachers to teach the subject.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>There are no textbooks for geography.</td>
<td>11</td>
<td>7.3</td>
</tr>
<tr>
<td>Geography is a difficult subject.</td>
<td>146</td>
<td>96</td>
</tr>
<tr>
<td>There are other options like History and C.R.E.</td>
<td>133</td>
<td>87.3</td>
</tr>
<tr>
<td>The school does not offer Geography.</td>
<td>19</td>
<td>12.6</td>
</tr>
<tr>
<td>The language used in Geography is difficult to understand.</td>
<td>117</td>
<td>77</td>
</tr>
<tr>
<td>Geography involves Mathematical calculations which are difficult to deal with.</td>
<td>125</td>
<td>82</td>
</tr>
<tr>
<td>There is lack of reference books for Geography.</td>
<td>21</td>
<td>13.7</td>
</tr>
<tr>
<td>Nobody has taken Geography in my family.</td>
<td>11</td>
<td>7.0</td>
</tr>
<tr>
<td>Any other (specify).</td>
<td>7</td>
<td>4.4</td>
</tr>
</tbody>
</table>

Out of 152 students who decided not to choose geography from the 10 sampled schools, the following reasons were given. Out of the sampled students (96%) indicated that geography was a difficult subject, (87.3%) said they did not choose geography because there were other options to choose like History and C.R.E. while (82%) indicated that Geography involved Mathematical calculations which are difficult to deal with. Other reasons included, (77%) said the language used in Geography was difficult to understand, (13.7%) said that in their families nobody took geography. In addition (12.6%) indicated that their schools do not offer geography. This revealed that some schools do not value geography subject. This finding agrees with Nkosana (1998) who pointed out that if teachers felt that the subject was not important, they do not emphasize in it and this affected the performance in geography negatively.
While (7.0%) gave other reasons like some were influenced by their friends to choose other subject. None of the students (0%) said their schools had no geography teachers. It seems all sampled schools had geography teachers.

Teachers were requested to fill the number of lessons allocated to Geography per week per form. Table 11 shows the number of lessons allocated to teaching geography per week for the 10 schools.

**Table 11. The number of lessons per week**

<table>
<thead>
<tr>
<th>No. of lessons</th>
<th>Form I</th>
<th>Form II</th>
<th>Form III</th>
<th>Form IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Five</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

In all the 10 schools geography was allocated 3 lessons per week in form 1 and 2. In form three and four were allocated five 5 lessons per week. Majority (90%) of the teachers reported that the time allocated to teaching geography was not adequate adding that the teaching time should be increased by one or two lessons per week. All the teachers reported that inadequacy of time for teaching geography affect students performance to a great extent. They explained that more time was needed for fieldwork. The syllabus content was large and thus required more time to cover and that some topics especially in form 1 and 2 were hard and required more time to teach.

Gidden (1998) found out that there is a direct link between the amount of time spent on classroom instruction and academic performance. As such adequate time should be allocated for each subject paying attention to the scope of the syllabus to allow for enough time to cover the entire syllabus. Time should be allowed for revision before examination.
Teachers were asked to determine the scope of geography curriculum. Majority of the teachers (85%) reported that geography was wide and therefore they were not able to cover the syllabus adequately. Apart from the subject being too wide; teachers reported that failure to cover geography syllabus was also caused by too little time allocated to the geography teachers, teachers absent themselves frequently and lack of interest among students.

Figure 3. shows teachers ratings of the extent to which scope of geography syllabus influences student’s performance. From figure 7 it can be seen that (85%) of the teachers were of the opinion that it affected performance to a great extent while (15%) were of the opinion that it affected performance to small extent. They explained that students were not ready to face exams by the time they took them, there was poor personal preparation of the students and some students lost confidence on the teachers.

Figure 7. Extent to which scope of geography syllabus influences students’ performance

HOD and Head teachers were asked to give the number of students enrolled in their school for KCSE for the last three years in all humanities. Table 12 summarizes these findings.
Table 12 Candidates who enrolled for K.C.S.E in the last three years

<table>
<thead>
<tr>
<th>Year</th>
<th>Geography</th>
<th>History</th>
<th>CRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>134 (17.1%)</td>
<td>456 (58.1%)</td>
<td>195 (24.8%)</td>
</tr>
<tr>
<td>2010</td>
<td>176 (23.5%)</td>
<td>356 (47.7%)</td>
<td>215 (28.8%)</td>
</tr>
<tr>
<td>2009</td>
<td>183 (22.8%)</td>
<td>407 (50.7%)</td>
<td>213 (26.5%)</td>
</tr>
</tbody>
</table>

Table 12 shows drop in enrolment in Geography. The drop in enrolment indicates that Students tend to migrate from geography in favor of other humanities. The findings shows history had the highest number of enrolment in KCSE. HOD and Head teachers were consequently asked to account for the variation in enrolment among humanities. They advanced some of the reasons which included; geography syllabus is too wide as compared to history and history questions in the examinations are direct compared to Geography. Increased performance in History over the previous years caused excitement in enrolment and History teachers are committed and stable in handling the subject hence create confidence in the students.

The head teachers were asked to state their schools mean score in the last three years in humanities. Their responses were recorded in the table 13.
Table 13. Performance in Humanities for the last three years of the ten sampled schools

<table>
<thead>
<tr>
<th>School</th>
<th>Year 2010</th>
<th>Year 2009</th>
<th>Year 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Geo.</td>
<td>History</td>
<td>CRE</td>
</tr>
<tr>
<td>A</td>
<td>5.4</td>
<td>7.2</td>
<td>7.5</td>
</tr>
<tr>
<td>B</td>
<td>7.5</td>
<td>6.8</td>
<td>7.2</td>
</tr>
<tr>
<td>C</td>
<td>5.2</td>
<td>5.4</td>
<td>5.9</td>
</tr>
<tr>
<td>D</td>
<td>4.9</td>
<td>5.6</td>
<td>6.8</td>
</tr>
<tr>
<td>E</td>
<td>7.2</td>
<td>7.8</td>
<td>7.0</td>
</tr>
<tr>
<td>F</td>
<td>4.5</td>
<td>4.9</td>
<td>4.4</td>
</tr>
<tr>
<td>G</td>
<td>7.0</td>
<td>7.3</td>
<td>6.9</td>
</tr>
<tr>
<td>H</td>
<td>5.4</td>
<td>5.7</td>
<td>5.5</td>
</tr>
<tr>
<td>I</td>
<td>3.8</td>
<td>4.2</td>
<td>4.0</td>
</tr>
<tr>
<td>J</td>
<td>5.6</td>
<td>7.5</td>
<td>6.8</td>
</tr>
</tbody>
</table>

Table 13 shows performance in humanities of the ten sampled schools. From the findings it is clearly indicated that the performance in Geography has been on the dwindling trend. Out of the ten schools sampled, only three schools that recorded increased mean in geography. Those schools included F, G and H.

The Head teachers and HODs whose schools had a drop in the mean score blamed it on reasons such as changes in setting patterns that made teachers and students to be caught in unfamiliar situations; other reasons included Geography (Paper 1) which was feared by the students and there was laxity among Geography teachers which led to lack of syllabus coverage. They also pointed out that, some teachers lacked content masterly while others had difficulties that arose from other areas such as student’s negative perception and inadequate resources. This findings
were in consistent with what Saha (1983) found that better educated and trained teachers produced positive learning outcome.

The District Quality Assurance and Standard Officer were asked to fill in a table the highest mean scores in performance of humanities in the last three years. Table 14 summarizes the findings.

**Table 14. Comparison in performance in humanities in K.C.S.E in the last three years**

<table>
<thead>
<tr>
<th>Year</th>
<th>Geography</th>
<th>History</th>
<th>C.R.E</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>7.92</td>
<td>9.5</td>
<td>8.8</td>
</tr>
<tr>
<td>2009</td>
<td>8.0</td>
<td>9.2</td>
<td>8.9</td>
</tr>
<tr>
<td>2008</td>
<td>8.5</td>
<td>8.9</td>
<td>8.6</td>
</tr>
</tbody>
</table>

The analysis from table 14 indicated that performance in geography in the last three years had declined as compared to performance in the other humanities. The District Quality Assurance and Standard Officer attributed the decline to lack of frequent supervision due to inadequate manpower in the district. He revealed that in the district there were only two personnel in that department who were in charge of 40 secondary schools and about 200 primary schools.

4.5. Students’ perception towards performance in geography

The third study objective was to determine the perception of students towards performance in geography. The students were presented with eleven items that measured on a 4 point Likert Scale ranging from strongly agree to strongly disagree using their response on these items their perception towards geography were computed, and the results obtained in figure 8 obtained.
From figure 8 it can be seen that (24.6%) of the students had very positive perception towards geography and 62.1% had positive perception towards the subject. It can therefore be concluded that majority of the students had positive perception towards geography.

Teachers were asked to rate student’s perception in geography in their schools. Table 15 summarizes their findings.

**Table 15. Teachers rating on students perceptions in geography**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very positive</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Positive</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Negative</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of teachers (72%) reported that students’ perception towards geography were negative of which 20% rated the perception as positive and 8% rated the perception as very positive.
The teachers were asked to indicate the factors that influence student’s perception towards geography to which they reported the factors which include; K.C.S.E marking was discouraging and teacher student ratio is low. Lack of guidance from career teachers and Students lack of interest in the subject, were some of the reasons which led to poor performance in KCSE exams. Other reasons included low teachers motivation and some teachers were not lively in class and some concepts are difficult to understand. About 88 % of the teachers reported that students’ perception influence geography performance to a large extent, while 12 % reported that it influences performance to a small extent.

HODs and Head teachers were asked to rate the perception of students towards geography. Figure 9 shows the rating.

**Figure 9. HODs and head teachers rating on student’s perception towards geography**

![Pie chart showing 74% positive and 26% negative ratings.]

Figure 9, Shows that 74% of the students were rated positively, while 26% rated negatively.

The following were given as reasons why perceptions influence Performance. Geography as a subject is very wide (72 %) some topics are very complex for the students (85 %) teachers are never motivated (54 %) and teachers – student ratio is high (49 %).
Positive perception towards education in several and individual subject in particular have been shown to correlate to good performance.

Allen and Kickbusch (1992) found that the higher achieving students have positive perception to education, plan to continue their education after graduation from high school, and have a few absences in their school year. In addition high achievers were more likely to engage in recreation reading and to check books out of the school or public library on a regular basis, watch television less, spend more time each evening doing their homework, have friends who have positive perception towards school and who rarely skip school, have positive feelings about their teachers and about specific courses they take and a attribute success in school to hard work rather than ability.

4.6. Resources available for teaching geography

The fourth study objective was to find out what resources for teaching geography are available in secondary schools in Nzaui district. Teachers were asked to rate the adequacy of resources available in their schools for teaching geography, to which they responded as shown in table 16. The findings shows that the following resources were adequate; Exercise books 96%, Furniture 92% Geography textbook 80%, Classrooms 88%, Teaching Aids 84% and maps 72%. The following resources were inadequate in most of the schools Films 80%, Maps 72%, Fields work resources 48%. On the other hand the following resources were unavailable in a significant number of schools. Workshops 76%, van/school bus for field travel 60 % and Libraries 52 %. Asked to what extent the in adequacy of resources affects student’s performance in geography (80 %) teachers reported that it affected to a large extent while (30 %) reported that it affected to a small intent. The teachers suggested that their schools should avail more teacher’s resources; reading materials; workshop equipment and radio programme in order to adequately support teaching and Learning of geography.
Positive perception towards education in several and individual subject in particular have been shown to correlate to good performance.

Allen and Kickbusch (1992) found that the higher achieving students have positive perception to education, plan to continue their education after graduation from high school, and have a few absences in their school year. In addition high achievers were more likely to engage in recreation reading and to check books out of the school or public library on a regular basis, watch television less, spend more time each evening doing their homework, have friends who have positive perception towards school and who rarely skip school, have positive feelings about their teachers and about specific courses they take and a attribute success in school to hard work rather than ability.

4.6. Resources available for teaching geography

The fourth study objective was to find out what resources for teaching geography are available in secondary schools in Nzaui district. Teachers were asked to rate the adequacy of resources available in their schools for teaching geography, to which they responded as shown in table 16. The findings shows that the following resources were adequate; Exercise books 96%, Furniture 92% Geography textbook 80%, Classrooms 88%, Teaching Aids 84% and maps 72%. The following resources were inadequate in most of the schools Films 80%, Maps 72%, Fields work resources 48%. On the other hand the following resources were unavailable in a significant number of schools. Workshops 76%, van/school bus for field travel 60 % and Libraries 52 %. Asked to what extent the in adequacy of resources affects student’s performance in geography (80 %) teachers reported that it affected to a large extent while (30 %) reported that it affected to a small intent. The teachers suggested that their schools should avail more teacher’s resources; reading materials; workshop equipment and radio programme in order to adequately support teaching and Learning of geography.
Table 16. Resources available for teaching geography

<table>
<thead>
<tr>
<th>Resources</th>
<th>Adequate</th>
<th></th>
<th>Inadequate</th>
<th></th>
<th>Not available</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Geography text books</td>
<td>20</td>
<td>80</td>
<td>5</td>
<td>20</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Classrooms</td>
<td>22</td>
<td>88</td>
<td>3</td>
<td>12</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Furniture</td>
<td>23</td>
<td>92</td>
<td>2</td>
<td>8</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Workshop</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>40</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>0.4</td>
<td>5</td>
<td>20</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>Maps</td>
<td>18</td>
<td>72</td>
<td>7</td>
<td>28</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Films</td>
<td>0</td>
<td>0.0</td>
<td>20</td>
<td>80</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Teaching aids</td>
<td>21</td>
<td>84</td>
<td>4</td>
<td>16</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Exercise books</td>
<td>24</td>
<td>96</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Field work resources</td>
<td>8</td>
<td>32</td>
<td>12</td>
<td>48</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Van/school bus for field travel</td>
<td>3</td>
<td>12</td>
<td>2</td>
<td>8</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

The responses of teachers from those schools agreed with those of their students that there were adequate text books because of support of government through free secondary education money. This is in agreement with Pajares, (2002) who notes that school facilities account for difference in achievement. He further argues that lack of these facilities could be a major contribution to the poor performance in secondary schools in western province.

According to Pajares, (2002) availability of text books has a positive relationship to achievement in both primary and secondary schools. Asked how many textbooks they had, the students responded as indicated in table 17.
Table 17. Number of geography textbooks per student

<table>
<thead>
<tr>
<th>Number of textbooks</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>120</td>
<td>61.5</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>30.8</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>5.1</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>2.6</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>195</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

A total of (61.5 %) students have one geography textbooks while (30.8 %) had two textbooks and (5.1 %) had three textbooks while (2.6 %) had four textbooks.

Majority of the students reported that geography textbooks were adequate because of support of government through Free Secondary Education Funding.

Table 18. Number of geography field trips attended

<table>
<thead>
<tr>
<th>Number of field trips</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45</td>
<td>23.1</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>5.1</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>2.6</td>
</tr>
<tr>
<td>Never attended</td>
<td>135</td>
<td>69.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>195</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 18 shows number of trips attended by students from the 10 sampled schools. The findings shows only (30.8%) of the students had gone for a geography field work while (69.2 %) have never gone. In addition the number of field trips attended ranged from 1 to 3 with majority
having attended only one field trip. This implies that many students were not exposed to fieldwork which enables students to have practical part of the subject. This is one of the many reasons why students perform poorly in geography.

The students were asked to indicate the resources that their schools should avail to help them perform well in geography. Table 19 summarizes their responses.

**Table 19 Resources that should be added in schools**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography laboratories</td>
<td>120</td>
<td>61.5</td>
</tr>
<tr>
<td>Workshop</td>
<td>100</td>
<td>51.3</td>
</tr>
<tr>
<td>Maps</td>
<td>195</td>
<td>100</td>
</tr>
<tr>
<td>Library</td>
<td>180</td>
<td>92</td>
</tr>
<tr>
<td>Films</td>
<td>160</td>
<td>82</td>
</tr>
<tr>
<td>Teaching AIDS</td>
<td>150</td>
<td>76.9</td>
</tr>
<tr>
<td>Revision text books</td>
<td>195</td>
<td>100</td>
</tr>
<tr>
<td>Exercise books</td>
<td>195</td>
<td>100</td>
</tr>
<tr>
<td>School van/bus</td>
<td>120</td>
<td>61.5</td>
</tr>
</tbody>
</table>

All the students (100 %) reported that their schools should add maps, revision textbooks and exercise books. Other needed resources were library (92 %), films (82 %) and teaching aids (76.9 %), geography libraries (61.5 %), school van/bus (61.5 %), and workshop (51.3 %). The researcher related these findings to enrolment and found out that those secondary schools in Nzau district with library and adequate teaching/learning for geography register a higher enrolment in the subject compared to those without. Songole (1999) advises that schools should procure high quality resources such as textbooks and reading materials that would engage children interest and arouse their curiosity to read and lead to independent. Equally
Mwangi (2002) agreed with the findings of this study that teaching and learning resources are very important elements in the teaching/learning situation and will therefore determine enrolment in the subject.

In conclusion, D.E.O, DQASO, H.O.Ds and head teachers were asked to indicate the out of school factors which influence performance in geography. Those from the day schools pointed out reasons such as parental influence, non-conducive learning atmosphere at home, as student have no enough time to complete their homework. Some homes have problem with lighting as most of rural homes have inadequate paraffin and sometimes children have inadequate diet due to poverty. Some students miss breakfast which is very important to students as it averts temporary hunger that hinders effective learning. Many parents do not buy required learning materials such as textbooks to their children hence this affects performance in geography and the other subjects.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

A number of issues effecting performance in Geography in Nzaui District have been investigated. Most of the issues were raised by the objective and research questions in chapter one of the study. The current chapter covers the summary of the study finding, conclusion recommendations arrived and suggestions for further studies.

5.2 SUMMARY OF THE STUDY FINDINGS

The study was aiming at finding out the features that were responsible for performance in Geography in Nzaui District in Makueni County. The study findings were based on data collected from 195 students, 15 teachers, 10 HODs, 9 Principals and one DQASO. The data analysis was guided by the study objectives which included; to establish the position of geography in school curriculum, to determine the perceptions of students towards geography subject in Nzaui district, to establish the resources available for teaching geography in Nzaui district and to determine the effect of teachers in performance of geography in Nzaui district.

The first objective of the study was to establish the position of geography in secondary school curriculum. The findings revealed that, in all the sampled schools, geography was allocated 3 lessons per week in forms 1 and 2 and forms 3 and 4 allocated 5 lessons per week. All teachers interviewed (100%) reported that time allocated for teaching geography were not adequate, adding that the teaching time should be increased by one lesson per week. This inadequacy affected coverage of syllabus hence performance in large extent. A total of 45.1% students reported that geography performance was better as compared to performance in other humanities while 54.9% reported that performance in other humanities was better. Statistics
from District Quality Assurance and Standards Officer (DQASO) revealed that performance of Geography for the last three years has been declining in KCSE. In 2008 the highest mean score of the district was 8.5. In 2009 it was 8.00 and 2010 the highest score was 7.92. The study also established that 57.7% students rated their performance in Geography as below average and (31.3%) rated at average and 10.8% above average.

The second study objective was to determine the perceptions of students towards geography subject in Nzaui district, the study established that (24.6 %) of the students sampled had positive perception towards Geography hence (62.1%) had positive perception and (13.2%) had negative perception. This showed that majority of the students had positive perception towards Geography but (72%) of teachers sampled reported that student’s perception towards geography was negative and (20%) positive and (8%) very positive. Majority (88%) of teachers reported that student’s perception influence performance of Geography to a large extent, while (12%) influence to a small extent.

The third study objective was to establish the resources available for teaching geography in Nzaui district. In most of the sampled schools in Nzaui District the following resources were adequate they included exercise books (96%) furniture (92%) classrooms (88%) teaching Aid: (86%) and Geography textbooks (80%). On the other hand, the following resources were inadequate in most of the schools: films (80%), field work maps (72%), and resources (48%). Some resources were unavailable, such as Workshops (76%), van /school bus for field work travel (64%) and libraries (52%). Most of the teachers (80%) reported that inadequacy of resources effect student performance in Geography to a large extent.
The last study objective was determining the effect of teachers in performance of geography in Nzaui district. The study established that (56%) teachers had never attended any in-service course in Geography and (80%) of teachers considered themselves highly qualified for effective teaching of Geography while (20%) of teachers reported considered not highly qualified but needed proficiency courses in teachings and more seminars and workshops. About (76%) of the teachers reported that teachers qualification influence students performance to a large extent while (24%) of teachers to a small extent.

The study established that the number of geography teachers available ranged from 1 to 4. The findings revealed (60%) of teachers reported that they had adequate teachers who were able to handle Geography subject effectively while (40%) reported that they were not adequate. The findings of the study has revealed that (29%) of teachers reported that student-teacher ratio affected student’s performance to a small extent while (79%) affected student’s performance to a large extent.

On career guidance (79.5%) students reported that they were guided in choosing the subjects while (20.5%) were not guided. (38.5%) Students were guided by career teachers, (25.6%) class teachers, (6.2%) parents, relatives (5.1%) and friends (4.10%).

According to teachers report the person who assists students to take or not take Geography included self (48%) career teacher (24%) parents (12%) class teacher (8%), Teacher counselors and relatives each (4%) and head teacher (0%).
Conclusion

Based on the objectives and findings of this study the following conclusions which have been discussed in the order of the statements of objectives can be made.

The findings have shown that such factors like, inadequate time allocated to teaching Geography and a wide Geography syllabus which are part of the position of geography in Nzau District objective have influenced the performance of the subject. Students' negative perception towards performance in geography has also influenced student’s performance in geography. Unavailability of resources like workshops, libraries, fieldwork resources and teachings aids and inadequacy of resources like films teaching aids maps have led to poor performance in geography. In addition the study has shown some effects of teachers in performance. Factors such as lack of in-service training of Geography teachers and inadequacy of Geography teachers leading to high teachers-student ratio have contributed to poor performance in geography.

All those factors have led to poor performance of Geography. However teachers in Nzau district need to encourage their students to improve in geography because it is as important as the other humanities.

5.4 Recommendations of the Study

After careful analysis and interpretation of the study findings there have rising pertinent issues which have key implications to Geography education policies. The key policy issues which apply to all schools in the county are discussed below.

1. K.I.E which is in charge of the curriculum developing should review the syllabus which is too wide to cover within the stipulated time of four years. It should also allocate more
lessons in geography in form 1 and 2. This will make teachers adequately prepare students for KCSE exams.

2. School should provide more resources such as workshops, libraries, filed work resources and teaching aids which are effective for teaching geography.

3. For sustainability and continued improvement of enrolment in geography, new teachers should be inducted and oriented into the profession by experienced teachers. Equally head teachers and education officers should ensure that this is done by organizing regular seminars, workshops and in-service courses for all geography teachers so as to keep them updated on the current trends in the teaching of geography as a subject.

4. TSC should post more teachers of geography in schools and reduce the high teacher – student ratio.

5.5. Suggestions for further studies

The following are suggestions emanating from this study:

1. This study was carried out in Nzaui District. Similar studies could be carried out in other districts or entire country to find out whether similar results are obtainable.

2. A study needs to be carried out in private secondary schools to see whether findings tally.

3. There is need to carry out a research to find out the specific areas in geography syllabus which are difficult or challenging (or both) to students and teachers.
REFERENCES


Ng’ethe J.M. (2004). *Investigation into Challenges the Primary school Head teachers are facing with the implementation of Free Primary Education: A case for Ruiru Division of Thika District*. Unpublished MEd Thesis, Kenyatta University.


APPENDIX I

INTRODUCTION

Dear respondent,

The study seeks to investigate the factors which are responsible for poor performance of geography in Kenya certificate of secondary Education (KCSE) in Nzau District with a view to recommending the most appropriate strategies and policies that would enhance and sustain learners' performance. The study is based on the premise that performance of geography in the secondary schools, in the district has been falling or fluctuating over the last three years significantly. This is despite the fact that the stakeholders in the district and the province at large are interested in seeing many students excel in KCSE to compete for administration in quality course in our public universities.

Given the significance of the study, in enhancing the performance of students in geography of KCSE, I consider you to be an important part of the study. I would be very grateful if you could spare your time to provide information relating to the questions that follow. Your response will be treated confidentially and used for this research only. Your co-operation is highly appreciated.

Thank you in advance

Kimayu R. M.
APPENDIX II

LETTER OF INTRODUCTION

KIMAYU R.M.

MAUMBA SECONDARY SCHOOL

P.O BOX 85, KALAMBA.

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION

I am a postgraduate student at Kenyatta University. I am currently undertaking educational research aimed at assessing the factors that influence poor performance of Geography in Nzau district in Makueni County. Your school has been identified to participate in this study. There is a questionnaire/interview schedule for you to fill/answer. Your assistance in answering the questions will enable this study to come up with accurate findings. The responses you will give will be treated with utmost confidentiality and for academic purposes only.

Thank you in advance.

KIMAYU R.M.
APPENDIX III

PERMISSION LETTER

KIMAYU R.M.

MAUMBA SEC. SCHOOL

P.O BOX 85

KALAMBA

Dear Sir

RE: RESEARCH PERMISSION

I am a postgraduate student at Kenyatta University. I am currently undertaking educational research aimed at assessing the factors that influence performance in Geography in Nzau district in Makueni County. I am supposed to carry out a research project for the award of the degree. I therefore wish to seek your permission to carry out the research in your area. Thank you in advance.

Yours faithfully,

KIMAYU R.M.
APPENDIX IV

QUESTIONNAIRE FOR GEOGRAPHY TEACHERS

This research is meant for academic purpose. It will try to find out the factors that influence poor performance in Geography. Kindly, you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questionnaires will be treated as confidential. Please tick [ ] where appropriate or fill in the required information on the spaces provided.

Section A: Personal information.

1. Category of the school; [ ] Provincial [ ] District

2. Gender [ ] male [ ] female

3. Teaching experience

[ ] 1 Year and below [ ] 2-5 Years

[ ] 5-10 years [ ] 10 and above

4. (a) Do you teach any other subjects? [ ] yes [ ] No

(b) If yes specify..........................................................

5. Number of lessons in totals..........................................

6. Academic qualifications

[ ] Diploma

[ ] S1

[ ] BA/BSC with PGDE

[ ] B.E.D

[ ] Masters

Any other [specify] ......................................................

7. How many years have you been in your current station......................................................
Section B: Resources Available for Teaching Geography

Rate the adequacy of the following resources in your school, using the scale below.

Very adequate-VA  Adequate- A  Inadequate-I  Very Inadequate- VI  Not Available- NA

<table>
<thead>
<tr>
<th>Resources</th>
<th>VA</th>
<th>A</th>
<th>I</th>
<th>VI</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Films</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fieldwork resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Van/school bus for fieldwork travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</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>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>

2. (a) To what extent do you think inadequacy of resources affects students' performance in geography?

[ ] To a large extent

[ ] To a small extent

[ ] Not at all

(b) Briefly explain your answer

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
Section B: Resources Available for Teaching Geography

Rate the adequacy of the following resources in your school, using the scale below.

<table>
<thead>
<tr>
<th>Resources</th>
<th>VA</th>
<th>A</th>
<th>I</th>
<th>VI</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Films</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fieldwork resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Van/school bus for fieldwork travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</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>
</tr>
</tbody>
</table>

2. (a) To what extent do you think inadequacy of resources affects students’ performance in geography?

[ ] To a large extent
[ ] To a small extent
[ ] Not at all

(b) Briefly explain your answer

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
10. Indicate the resources that your school needs to support teaching and learning of Geography.

Section C: Time Allocated for Geography

11. What is the total number of lessons allocated for Geography per week per form?

F1: 
F2: 
F3: 
F4: 

12. (a) Do you consider the time allocated for Geography adequate?
   (b) [ ] Yes [ ] No
   (b) If no, suggest adequate lesson required per form

F1: 
F2: 
F3: 
F4: 

13. (a) To what extent do you think inadequacy of time for teaching Geography effects student’s performance?
   [ ] To a great extent
   [ ] To a small extent
   [ ] Not at all
   (b) Briefly explain your answer please

62
Section D: Student’s perception toward Geography

14. How would you rate perception of students in your school toward Geography?

[ ] Very positive  [ ] Positive
[ ] Negative  [ ] Very negative  [ ] Undecided

15. (a) What contributes to the students positive/negative perception toward Geography?

..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
....................................................................................................................................................
17. (a) Do you cover the Geography syllabus adequately every year?

[ ] Yes  [ ] No [ ] don’t know [ ] none of the above

(b) Give reasons for your answer.

18. (a) To what extent do you think the scope of Geography syllabus influences students' performance in the subject?

[ ] To a very great extent
[ ] To a great extent
[ ] To a small extent
[ ] To a very little extent
[ ] Not at all

(b) Briefly explain your answer.

19. What suggestion would you give regarding scope of Geography?

Section F: Qualifications

20. (a) Have you attended any in-service course on Geography?

[ ] Yes  [ ] No
(b) If yes, indicate the one(s) you attended


21. (a) Do you consider yourself highly qualified for effective teaching of Geography?


(b) If no, which areas would you require more training on?


22. (a) To what extent do you think teacher qualification influence students performance in Geography?


(b) Briefly explain your answer please


Section G: Students- Teachers Ratio

23. How many teachers of Geography are in you school?

24. (a) Are they adequate to handle the teaching of Geography effectively?


(b) If, no how many more do you think you require


25. (a) To what extent do you think student-teacher ratio influences performance in Geography?


(b) Briefly explain your answer.


Section H: Career Guidance

26. Is there a career teacher in your school? [ ] Yes [ ] No

27. Are students assisted in choice of subjects [ ] Yes [ ] No

28. Who decides whether a student will take or not take Geography?

[ ] Head teacher

[ ] Teacher counselor

[ ] Career teacher

[ ] Class teacher

[ ] Parents

[ ] Student

[ ] Relatives

Other [specify] ..............................................................

29. Suggest some strategies that could be employed to improve performance in Geography in your school.

..............................................................................................................................

..............................................................................................................................

THANK YOU FOR YOUR PARTICIPATION
APPENDIX V

QUESTIONNAIRE FOR STUDENTS

This questionnaire seeks to gather information to be used to establish the factors that affect performance in Geography. You are kindly requested to fill this questionnaire. Your response will be used for purposes of study only. Please do not write your name or that of your school anywhere in this questionnaire. Please tick [ ] where appropriate or fill in the required information on the space provided.

Section 1: Background information

1. Gender [ ] male [ ] female

2. Age

3. Indicate your class [ ] Form 1 [ ] Form 2
[ ] Form 3 [ ] Form 4

4. Rate your performance in Geography for the last three terms

   Above Average [ ] Average [ ] Below Average [ ]

5. How does your performance in Geography compare with performance in other humanities (history, CRE)?

   [ ] Performance in geography is better

   [ ] Performance in other humanities is better

Section 2: Resources

6. (a) How many Geography textbooks do you have? ..............................................

   (b) Are they adequate to assist you study Geography effectively?

   [ ] Yes [ ] No [ ] Do not know [ ] Not available
7. (a) Have you ever gone for a Geography field work tour?

[ ] Yes  [ ] No

(b) If yes, how many times? ...........................................

8. What resources (e.g. textbook, maps) should your school add to help you perform well in Geography? ..........................................................................................................................  

Section 3: perception

Read each of the statements provided in the table below carefully. Then indicate the extent to which you agree or disagree with each statement by ticking on the appropriate columns, using the key below.

SA-Strong Agree  A-Agree  D- Disagree  SD- Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy Geography classes and reading Geography books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I find Geography assignments difficult to accomplish</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t understand why we study Geography at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography is an easy subject compared to other humanities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would want to pursue a Geography related course at university</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My school has provided adequate resource for Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school organizes Geography field trip from time to time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have never attended a Geography field trip</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Geography teacher is knowledgeable and motivating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Geography teacher is always available to clarify difficulties in the subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Geography teacher does not prepare us adequately for examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 4: Career guidance

9. (a) Were you guided by anyone in choosing subject for KCSE?

[ ] Yes  [ ] No
(b) If yes, who guided you?

[ ] Head teacher [ ] Teacher counselor
[ ] Career teacher [ ] Class teacher
[ ] Parents [ ] Friends
[ ] Student [ ] Relatives

Other (specify) ........................................................................................................................................

10. (a) If given chance, would you change some of the subject that you chose?

[ ] Yes [ ] No
(b) If yes, which subjects would you drop and which would you choose?

Drop........................................... Choose...........................................
Drop........................................... Choose...........................................
Drop........................................... Choose...........................................

11. Why would you change subjects?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

12. What do you think is the reason why students perform poorly in Geography as subject?
..................................................................................................................................................
..................................................................................................................................................

THANK YOU FOR YOUR PARTICIPATION
APPENDIX VI

INTERVIEW SCHEDULE FOR GEOGRAPHY HODS AND HEAD TEACHERS.

1. To what extent would you say that Geography syllabus is covered effectively and on time?

2. What measures do you take to ensure that Geography syllabus is covered effectively and on time?

3. Do you find the time allocation in time table for Geography adequate to cover the syllabus?

4. How do you rate the perception towards Geography?

5. What is your view concerning adequacy and relevance of text books used in teaching Geography, and how does this effect performance?

6. What out of school factors do you feel affect performance in Geography in your school?

7. What measures do you suggest could be taken to improve performance in Geography in your school?
APPENDIX VII

INTERVIEW SCHEDULE FOR GEOGRAPHY H.O.DS AND HEAD TEACHERS

1. How did your school perform in KSCE in the last three years in humanities?

<table>
<thead>
<tr>
<th>Subject</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History &amp; Government</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How did your school perform in the following subjects?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>CRE</td>
<td></td>
</tr>
<tr>
<td>History &amp; Government</td>
<td></td>
</tr>
</tbody>
</table>

3. Read the table below and fill it appropriately

<table>
<thead>
<tr>
<th>Number of students enrolled in the following subjects (KSCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>2009</td>
</tr>
<tr>
<td>2008</td>
</tr>
</tbody>
</table>
APPENDIX VIII

INTERVIEW SCHEDULE FOR D.E.O. AND D.Q.A.S.O.

1. How did your district perform in KSCE in the last three years in humanities?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>CRE</td>
<td></td>
</tr>
<tr>
<td>History &amp; Government</td>
<td></td>
</tr>
</tbody>
</table>

2. How did your district perform in the following subjects in 2010?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>CRE</td>
<td></td>
</tr>
<tr>
<td>History &amp; Government</td>
<td></td>
</tr>
</tbody>
</table>

3. Read the table below and fill it appropriately

| Number of students enrolled in the following subjects (KSCE) in the district |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| YEAR                           | CRE | Geography | History & Government | Performance mean score |
| 2010                           |     |           |                    |                          |
| 2009                           |     |           |                    |                          |
| 2008                           |     |           |                    |                          |
### APPENDIX VIII

**BUDGET FOR THE STUDY**

1. **Production of research instruments**
   - Typing of pages research instruments @ 40  
     - 2800.00
   - Photocopying 500 pages of research instrument @ 3  
     - 1,500.00
   - Typing approximately 50 pages of report @ 40  
     - 2000.00
   - Binding 6 copies report @ 200  
     - 1,200.00

2. **Transport and substance**
   - Transport to the field 20 days @ 500  
     - 10,000.00
   - Lunch 20 days @ 300  
     - 6,000.00

**SUB-TOTAL**

23,500.00

3. **Miscellaneous**

26,500.00

**GRAND TOTAL**

50,000.00
S IS TO CERTIFY THAT:

f./Dr./Mr./Mrs./Miss./Institution

hard M. Kimayu

Address) Kenyatta University

BOX 43844, Nairobi

been permitted to conduct research in

Location

Nzau

District

Eastern

Province

the topic; Factors influencing performance of
teaching in Kenya certificate of secondary
education in Nzau District Makueni County Kenya

a period ending 31st May 2012

CONDITIONS

1. You must report to the District Commissioner and
the District Education Officer of the area before
embarking on your research. Failure to do that
may lead to the cancellation of your permit.
2. Government Officers will not be interviewed
without prior appointment.
3. No questionnaire will be used unless it has been
approved.
4. Excavation, filming and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4)
bound copies of your final report for Kenyans
and non-Kenyans respectively.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.