

**FACTORS INFLUENCING THE TEACHING AND LEARNING OF GEOGRAPHY IN  
PUBLIC SECONDARY SCHOOLS IN NGONG DIVISION, KAJIADO COUNTY**

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**MATRIC NUMBER: B.ED/481/17/18**

**A Research Project Submitted to the Department of Education in Partial Fulfilment of  
the Requirement for the Awarding of the Degree of Bachelor of Education**

**MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)**

**A CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA**

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**April, 2020**

**DECLARATION AND RECOMMENDATION**

I hereby declare that this Research Project is my original work and that it has not been submitted for an award of a degree in any other university except Marist International University College.

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This Research Project Has Been Submitted for Examination with My Recommendation as University Supervisor.

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**BRO. MOSES FEGHER, FMS.**

## **DEDICATION**

I dedicate this work to my family; Mr. and Mrs. Tati, the late Nelson, Elizabeth, Juliana, and Kay for being such a loving and cooperating family.

## ACKNOWLEDGEMENTS

This work is a product of many people's efforts who are too many to mention. However, I wholeheartedly appreciate them all for their contributions. Many thanks go to Mr. Fidelis Tati and Mrs Miriam D. Tati, for the precious gift of life, inspiration, care and protection throughout my life especially for having introduced me to the Christian faith.

I also want to acknowledge the constant support and encouragement accorded to me by my Supervisor Ms. Mercy Wangui for her insightful suggestions, sacrifice of time and correction of the work will always be remembered.

I would also like to appreciate in a particular way the participants who were kind enough to fill in the questionnaires. I cannot forget the moral and financial support I got from my guardians who made sure that I had everything I needed to succeed in this work.

Special thanks go to my lecturers in the Department of Education, especially; Mrs. Mary Maina, Mrs Joyce Githinji, Mrs. Roxana Gathogo, Dr. Evelyn Oluoch-Suleh, Br. Patrick Bwalya, Bro. Moses Fegher, Mr. Salm Mbugua (the chief librarian) and Bro. Dr. Albert (the principal) for their love and sacrifice that has seen me through my program.

I am also extremely grateful to all my classmates especially Vito, Blessed, David, Samul Josephat, Moreen, Dominic and Levy for their wonderful company during my study.

Lastly, I thank all those who, at different times, places encouraged me. To all I say 'Nakalebalika.'

## **THE ABSTRACT**

Geography is facing the problem of identity and recognition as a useful academic discipline in many countries. It is considered a less important discipline, to some extent, it is taught by unappropriated methodologies and it lacks up to date and adequate teaching and learning resources in secondary schools. This informed the researcher's decision to carry out this study. The purpose of the study was to examine the Factors Influencing the Teaching and Learning of Geography in Public Secondary Schools. It was guided by the following objectives: to assess the methodologies used in the teaching and learning of Geography in public secondary schools; to examine the up-to-date and adequacy of teaching and learning resources used to teach Geography; and to evaluate the perception of students and teachers towards Geography in Public Secondary Schools. The study used descriptive survey design and adopted the quantitative approach. The study enlisted 110 respondents comprising 100 students, and 10 teachers drawn from Ngong Division, Kajiado County. Statistical Programme for the Social Sciences (SPSS) version 24 was used to analyse the data. The study established that most schools have some basic teaching and learning resources such as Geography maps, the glob, textbooks, atlases, and charts; which most teachers were frequently making use of during the teaching and learning of Geography. The study recommends that students should be exposed to interactive method of learning Geography such as field trips, use of resource persons and out of classroom observations and School Administrators to ensure awarding the best performing student in Geography to keep Geography an interesting subject. Meanwhile the School Administration in collaboration with the Government need to build Geography laboratories in schools so as to provide a conducive environment for learning and doing some practical work in Geography.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background Information

The teaching and learning of Geography are concepts that are as old as humanity. These concepts are justified by the fact that the Geography contains the most important aspects of human life. Fairgrieve in Gerber, (2013) whose influence, perhaps more than that of another individual, shaped the pattern of Geography in British Schools in the early part of the last century made two preliminary points emphasizing the importance of Geography in achieving the aims of education: that we ought to know something about the world in which we live. Regarding this point, He observed that Geography enables us to understand the mechanisms of the world in which we live. For example, aspects concerning climate change, formations of soils, causes, and effects of natural disaster are all dealt with by Geography.

The second point is that Geography is a vehicle through which we get to know the world. By this, Fairgrieve meant that through studying Geography, an individual can know different places of the world, location of world phenomenon on the earth's surface among others. With this understanding, one can deduce that the learning and teaching of Geography is a very important factor in the life of human beings that requires a study of factors influencing it.

As transmitted from one generation to another, Geography comes from the Greek word: γεωγραφία, *geographia*, which means "earth description" as used firstly by Eratosthenes who lived between (276–194 BC). Combining the two words, Geography can be defined as a field of Science devoted to the study of the lands, features, inhabitants, and phenomena of the Earth and other

planets, (Mayhew, 2015). In the modern days, Geography is an all-encompassing discipline that seeks an understanding of the Earth and its human and natural complexities not merely where objects are, but also how they have changed and come to be. In general, therefore, Geography is often defined in terms of two branches: Human Geography and Physical Geography.

Human Geography deals with the study of people and their communities, cultures, economies, and interactions with the environment by studying their relations within and across space and place. Physical Geography on the other hand deals with the study of processes and patterns in the natural environment like the atmosphere, hydrosphere, biosphere, and geosphere. In addition to the two branches, Geography has evolved in a way that as a discipline it presents the four historical traditions which are adopted as Geographical research. These are spatial analysis of natural and human phenomena, area studies of places and regions, studies of human-land relationships, and the Earth Sciences, (Clifford et al., 2016). These geographical researches have given Geography the name "the world discipline" and "the bridge between the human and the physical Sciences".

Seeing how important Geography is, no Country has left it out in the curriculum. In the Kenyan curriculum, according to Lauglo & Maclean (2005) Geography is placed in the same cluster with humanities such as history, Christian Religious Education, and others. Meanwhile according to the general goes of education in Kenya, the learning and teaching of Geography is tasked with aims/goals including; ensuring environmental awareness and sustainability, enabling Kenyan citizens to understand the cultural, social, and industrial environment of the world, ensuring the protection of the natural environment at local, regional, national and international scales, protecting the planet as the global heritage and finally for intellectual development.

However, the literature reviewed showed no one has conducted a study in the Ngong Division to establish factors influencing its teaching and learning. Therefore, the necessity of this study.

## **1.2 Statement of the Problem**

Much has been written about the problems associated with the teaching and learning of Geography. However, more than other genres, Geography seems to elicit the most fear and complaints from students. According to Kojweke, J. O. (2013), often Geography teachers report feeling uncomfortable teaching Geography because they are not sure how to teach it effectively (owing to lack of pedagogical role models, lack of adequate teaching and learning resources, perception towards the subject among others), or find it elusive themselves looking down upon themselves to Mathematics and Science teachers. Probably it is so because, the dominant model of Geography teaching, particularly for Secondary School students has been to teach almost all topics through print text and to focus on finding one meaning to be dissected. In contrast, Geographers emphasize the importance of going out of the classroom, doing some research, observation, experiments, and probing for a deeper meaning of the subject through discussion with others. However, the literature reviewed has no record of any research done to look into the Factors Influencing the Teaching and Learning of Geography in Public Secondary Schools in Ngong Division, Kajiado County.

In an attempt to help students to understand how Geography, and particular topics such as map reading and statistics, in particular, one must bring them to a deeper understanding in life, to find meaningful ways to engage them while learning Geography, Tomal, N. (2010). This makes us realize that there exist external factors that influence the learning and teaching of Geography in Secondary Schools. But the literature reviewed showed that no research has been done to establish factors influencing the teaching and learning of Geography in Public Secondary Schools in The

Ngong Division of Kajiado County. This research, therefore, was necessary to establish those factors that influence the teaching and learning of Geography and recommend those that enhance the learning and teaching of Geography while rejecting those that do not.

### **1.3 Main Objective**

Based on the above-stated problem, the main objective of this study is to unveil factors that influence the teaching and learning of Geography in Secondary Schools in The Ngong Division, Kajiado County.

### **1.4 Specific Objectives**

The objectives of this study were as follows;

1. To assess the methodologies used in the teaching and learning of Geography in Public Secondary Schools in The Ngong Division, Kajiado County.
2. To examine the up-to-date and adequacy of teaching and learning resources used to teach Geography in Public Secondary Schools in The Ngong Division, Kajiado County.
3. To evaluate the perception of students and teachers towards Geography in Public Secondary Schools in The Ngong Division, Kajiado County.

### **1.5 Research Questions**

1. What are the methodologies used in the teaching and learning of Geography and their frequency in Public Secondary Schools in the Ngong Division, Kajiado County?
2. How adequate and up-to-date are the teaching and learning resources necessary to teach Geography in Public Secondary Schools in the Ngong Division, Kajiado County.
3. What is the perception of students and teachers towards Geography in Public Secondary Schools in the Ngong Division, Kajiado County?

## **1.6 Significance of the study**

The findings of this research on factors influencing the teaching and learning of Geography in Public Secondary Schools in the Ngong Division, Kajiado County are of great importance to teachers, parents, government administration, and students. The findings can help them to understand the interaction between the teaching and learning methodologies, teaching and learning resources, and the perception of both teachers and students towards Geography in the process of teaching and learning Geography in Public Secondary Schools. The results can help students to develop interest in Geography and some of them can be motivated to take Geography as their field of study at a higher level of education. Students can also develop positive attitude towards Geography in class during the teaching and learning process.

For teachers, the findings of this research will bring to their awareness the challenges students face in learning Geography. It can also help them to come across their challenges in teaching Geography so that improvement could be done. Teachers can come across with challenges of Geography teaching and learning materials, which in many cases are limited to enable them to utilize what they have so that they improve the effectiveness of teaching and learning of Geography. Also, the results can help teachers to evaluate their ways of teaching and see whether it is effective or not.

## **1.7 Justification of the Study**

Geography is a living subject; it helps man to place himself in the world to learn his true position and his duties. It enables one to understand other people to some extent, by comparison with ourselves and to appreciate others as we interact. We get to understand climate, vegetation, soils, wildlife from other places and by the study of Geography, we can understand facts without knowledge of which it would be impossible to do our duties as citizens of this very complex world.

For this reason, the subject is influenced by so many factors in its teaching and learning process. This is because modernization and the fast-changing technological advancement have revolutionized how Geography is being taught and learned in Secondary School. For example, one does no longer need a local map to get directions, he/she can simply use Google Maps to get local locations.

There is need, therefore, understand the emerging and increasingly growing factors influencing the learning and teaching of Geography. These factors include the teaching and learning methodologies, teaching and learning resources the perception of both teachers and students towards the subject. Thus, this study is very necessary to unveil these factors and how they influence the learning and teaching of Geography in Public Secondary Schools in the Ngong Division, Kajiado County.

### **1.8 Scope and Delimitation of the Study**

The study centered around documented literature on the factors influencing the teaching and learning of Geography in Secondary Schools. Data was collected through questionnaires from three Public Secondary Schools selected randomly out of the ten Public Secondary Schools in the Ngong Division, Kajiado County. The respondents were Geography School students and Geography teachers in the Ngong Division, Kajiado County, Kenya. This was so because of their experience concerning the methodologies used to teach and learn Geography, teaching and learning resources, and the perception of both teachers and students towards Geography which were the variables being studied. The study used questionnaires for both teachers and students to collect data.

## **1.8. Conceptual Framework**

The conceptual framework explains the possible connection between the variables and answers the why questions. A variable according to Frankfort-Nachmias et al., (2009) is an empirical property that can take part on two or more values. That is, if a property can change either in quality or quantity then it is qualified to be called a variable. In a nutshell, the conceptual framework showed the interrelatedness of independent and dependent variables of the study by presenting them either graphically or diagrammatically, (Ravitch & Riggan, 2012). In this research, therefore, the teaching and learning methodologies, learners' perception, and teaching and learning resources are the independent variables that interact to influence the teaching and learning of Geography (the dependent variable) in Public Secondary Schools.

The assumption is that when students go for field trips, come in direct contact with the environment as a teaching methodology, the teaching and learning of Geography can be effective and the student performance can be improved. The other assumption is that learners' and teachers' perception can affect the teaching and learning of Geography in Public Secondary Schools. That is, if the perception is negative among students and teachers towards the subject, the teaching and learning of Geography cannot be effective and in turn, the performance can also be affected negatively. Similarly, if teaching and learning resources are adequate and up to date can affect the teaching and learning of Geography positively, while on the other hand if the teaching and learning resources are not adequate and up to date the teaching and learning of Geography can be affected negatively. Therefore, there is a relationship between the teaching and learning methodology, learner/teacher perception, teaching and learning resources, and the teaching and learning of Geography as shown in figure 1

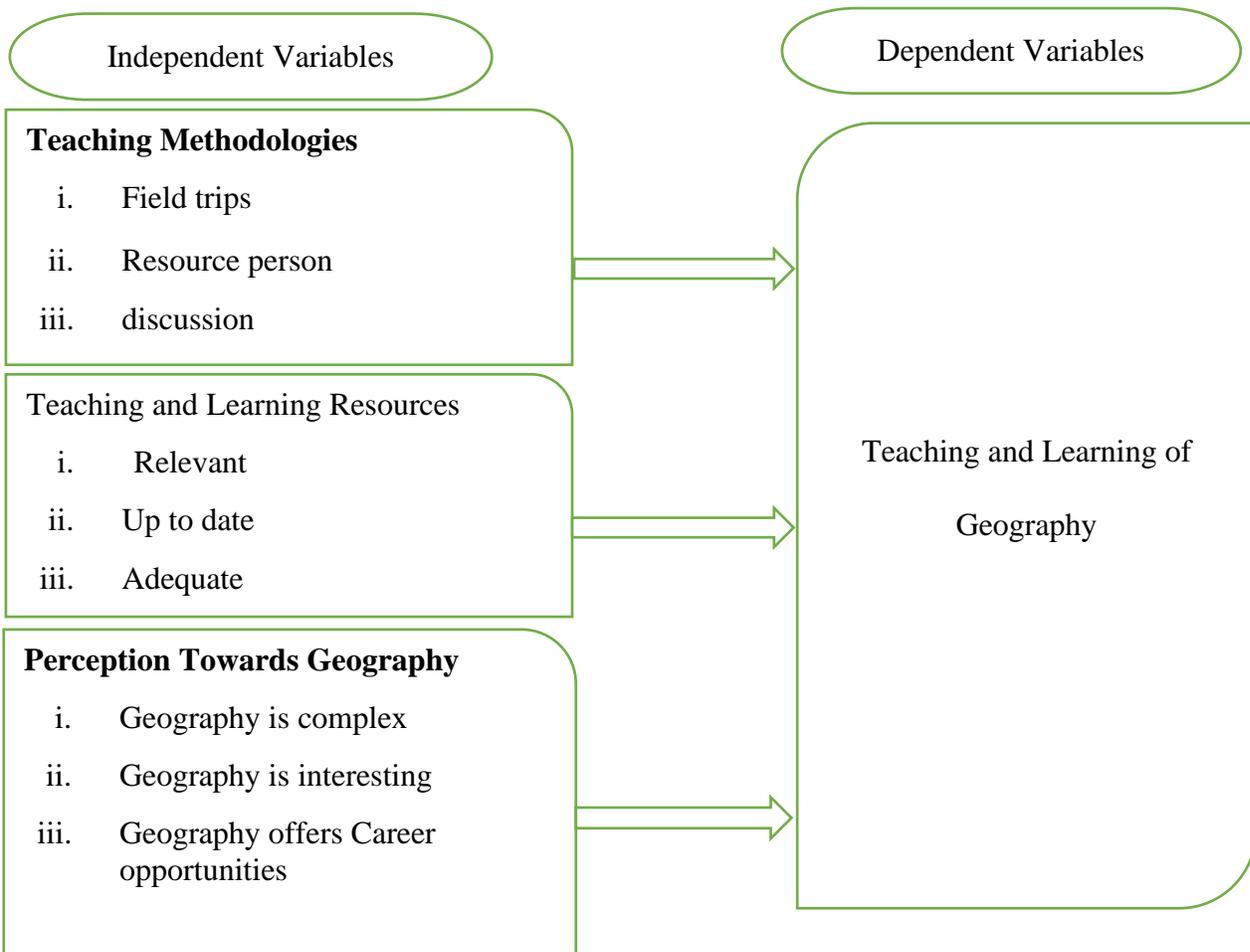


Figure 1: Conceptual Framework on Factors influencing the teaching and learning of Geography.

### 1.9. Theoretical Framework

This study was guided by the Social Learning Theory established in 1977 by Albert Bandura. According to Akers, (2011) the theory suggests that observation, imitation, and modeling play a primary role in the learning process. This theory has made an influence in the education field and supported the researcher on the factors influencing the teaching and learning of Geography among Public Secondary School students in the Ngong Division of Kajiado County. This is because the learning of Geography requires the method of observation in most cases as a way of understanding the content on the part of the students. The observation talked by Bandura in the social learning theory gives a clear picture of how a person can learn a certain behavior.

Bandura said, "from observing others, one forms an ideal on how new behaviors are performed", (Akers, 2011). For example, when students are finding out geographical features on a map to interpret them in a layman's language, there is need to develop a skill of observation.

To develop the skill of observation, students need to go out of the classroom to have direct interaction with the concepts they are learning. Further, students can be put in groups so as they can learn from each other. When they sit together and analyze different geographical features, for example on maps, they can learn from each other certain behaviors that can stick in them and help them to practice without forgetting. According to Groenendijk, (2019) based on Bandura's (1986), Social Learning Theory stated that "for effective modeling, students need to pay attention to relevant elements in the learning environment." Therefore, since Geography studies the environment, it requires more interactive learning and teaching activities.

The other concept reviewed in Bandura's theory is about attention. Tadayon Nabavi, (2012) says "if a student failed to pay attention during the learning process probably due to lots of distractions, they may end up losing out the concept and teaching and learning may not take place effectively resulting in poor performance." Therefore, for students to acquire the skill of observation fully in their learning process, Bandura's theory supports that, students need to be motivated to pay attention and to imitate the behavior that has been modeled. In this regard reinforcement and punishment play an important role in motivation and appropriate teaching methodologies, a positive perception from both the teacher and the learners, and the adequate and relevant teaching and learning resources act as reinforcement strategies.

Although this theory applies to the teaching and learning of Geography among secondary school students, the theory has strengths and weaknesses. Hoppitt & Laland, (2013) stipulates

some strengths and weaknesses of this theory. He said the primary strength of this theory is its flexibility to explain the difference in a child's behavior or learning. The environmental or societal aspect of Bandura's theory sometimes termed as social learning theory state that if there is a change in the child's environment, the child's behavior may change. For example, a child may have trouble following instructions in a relaxed environment, but have no problems with the stricter school setting. This gives the child multiple modes of learning, either through observation or experience.

On the other hand, Laland, (2013) says, With the heavy emphasis on how the child's environment affects him or her and directs the learning, it may result in weakness. The theory becomes weak when it comes to a child's accountability for his or her activity. If the child is influenced so much by society, it becomes difficult for him or her to make proper decisions. This can have an impact on a child's learning process because he or she is unable to know the reason why he or she is acting, he or she is not accountable for his or her actions, hence it becomes a weakness of Bandura's theory. Teaching and learning Geography, however, requires understanding the actions one is doing. If a student cannot know the actions, he or she is performing during the learning process, then it becomes a challenge for him or her to learn.

### **1.10 Definition of the Key Terms**

The following terms are defined according to how they have been used in the study

**Attitude:** is a psychological tendency that is experienced by evaluating a particular entity with so degree of favor or disfavor

**Education:** The whole process by which a learner acquires knowledge, skills, values, and attitudes related to Geography

**Teaching:** the process by which a teacher or a more knowledgeable other transmits knowledge, skills, values, and attitudes as related to Geography.

**Geography:** This is the discipline of study learners undertake in secondary school to study the lands, features, inhabitants, and phenomena of the Earth and other planets.

**Influence:** To affect or change how a process, action, develops, behaves, or operates.

**Learning and teaching resources:** These are tools used by both teachers and students during the learning and teaching process.

**Perception:** A is the belief or opinion that Geography students and teachers in secondary school have on Geography.

**Teaching and Learning Methodology:** It is a strategy chosen by a teacher-designed in such a way that students acquire the knowledge and skills for which the subject was included in the curriculum.

**Teaching and learning resources:** are any collection of materials including living and nonliving objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

This chapter presented a review of existing literature to identify the gaps. Therefore, the researcher in this chapter dealt with the following sub-topics: learning and teaching methodology, learner's and teacher's perception, and teaching and learning resources.

#### **2.1 The Influence of Learners' and teachers' Perception on Geography**

Geography is facing the problem of its identity and recognition as a useful academic discipline in many countries, (Fatima, 2016). This situation in turn forms a perception among students at various levels of study. This subtopic, therefore, examines the perception of students and teachers on Geography as an academic discipline from different regions. This then was narrowed down to the case of Secondary students in the Ngong Division of Kajiado County, Kenya.

Al-Nofli (2010), conducted a study with two groups of sixth and tenth-grade students in Oman to explore their perceptions of certain aspects of Geography. A total of 48 male and female students were sampled for the study. Findings of his study indicated that students were positive about Geography. They found Geography enjoyable and helpful to learn about countries, weather, maps, natural disasters, the world, and lifestyles. As regards the definition of Geography, Al-Nofli's study revealed that the traditional aspects of Geography dominated students' responses including but not limited to Geography as the study of countries, weather, landforms, and maps. In this regard, the nurture of Geography excites students in the process of learning Geography. In other words, it motivates the learners to consider Geography as a helpful subject. However, this

study did not review the complexity of the subject, such as Geography is a difficult subject or Geography is very easy to study and how this perception influences teaching and learning. Thus, this study aimed at finding out how the nurture of Geography possess challenges in the processes of teaching and learning in Public Secondary Schools of Ngong Division of Kajiado County.

The general perception holds that Geography is considered by many students as a less important subject in comparison with other subjects, for adopting as a professional career. A general stereotype exists in young people that instead of Geography, other frontline subjects like chemistry, physics, biology, engineering, economics, and business are more favorable for them in attaining professional success. This is very critical when evaluating the perception of learners toward Geography. Tomal, (2010) in his study focused on the general attitudes of high school students towards Geography and the questions they wonder about. He sampled 405 students from seven different high schools in Samsun in Turkey to investigate the extent of students' interest in Geography lessons in comparison with other courses they take, and to search for the reasons why students demonstrated both positive and negative attitudes towards Geography lessons. The major finding of Tomal's study was that Geography was ranked fourth by students among the most favorable courses. This study however did not indicate how this ranking influences the teaching and learning of Geography in Public Secondary Schools.

According to Fuhrmann, (2014) positive perception in the learning process is developed by the interest students have in the subject being taught and by the attitude, a teacher has on the subject and the learners. This means that the failure of a Geography teacher to find ways of giving a positive attitude to students, learning Geography can result in failure of the students which in turn affects the teaching and learning of Geography.

A teacher of Geography, therefore, needs to implore a certain behavior that can motivate students to have a positive attitude towards the subject. In other words, the teacher's attitude is

found to be a factor that contributes to the learner's perception towards Geography. Thus, this research aimed at finding out whether students find Geography funny or not in the process of teaching and learning, which was to be determined by how much teachers motivate their learners.

## **2.2 The Influence of Teaching and Learning Materials on the Teaching and Learning of Geography**

Teaching and learning resources are inseparable from the teaching and learning process. Gersmehl, (2014) confirms by saying, teaching and learning materials are a critical ingredient in teaching and learning that the intended curriculum cannot be easily implemented without them. That means, for effective teaching and learning to take place, there should be sufficient supplies of teaching and learning resources. These include up-to-date students' Geography textbooks, supplementary books, libraries, well-equipped Geography resource rooms for Geography students, and other teaching aids.

Lambert & Balderstone, (2012) also argues that the limited use of various and appropriate instructional resources is a factor that poses a challenge to teaching and learning Geography subject. This research, therefore, aimed at finding out whether there are adequate and up to date teaching and learning resources used to teach Geography in Public Secondary Schools in the Ngong Division, Kajiado County, and how they affect the teaching and learning process.

The relevance of teaching and learning aids is also very critical in the effectiveness of the teaching and learning process. Clifford et al., (2016), added that for effective teaching, instructional materials must be directly relevant to the Geography lesson being taught. This means that inappropriate teaching materials can lead to ineffective teaching and learning of Geography which in turn results in poor performance in Geography subject. Kojweke, (2013) researched to determine the factors influencing students' KCSE performance in Geography in public Secondary Schools in Migori District, Kenya, and found out that, poor performance has been caused by a poor teaching-

learning environment due to lack of adequate or absence of laboratories, libraries, toilets, classrooms, dormitories/hostels, teachers' houses, textbooks and lunch to students. However, his research did not inquire on the relevance of resources which is very key for effective teaching and learning of Geography in the modern time.

Moreover, Douglas (2010) in his research identified that learning takes place through the contribution of five senses which are the sense of taste (1%), sense of touch (1.5%), sense of smell (3.5%), sense of hearing (11%) and sense of sight (83%). This means effective teaching should involve learners' senses to enable them to remember what they learn. This research, therefore, aimed at finding out the presence of relevant, up to date and adequate learning and teaching resources such as maps, the glob, textbooks, tape recorders, and among others in the teaching and learning of Geography in Public Secondary Schools of Ngong Division of Kajiado County.

Gikunda, (2016) researched the Factors Influencing Teacher Performance in The Implementation of Geography Curriculum in Public Secondary Schools in Imenti South Sub County, Meru County, Kenya. The study found that most of the schools sampled had limited teaching and learning resources to facilitate the teaching and learning of Geography. However, the study did not indicate how limited teaching and learning resources affect the teaching and learning process. Thus, this research finds out the relationship between up-to-date and relevant teaching and learning resources and the process of teaching and learning in Public Secondary Schools of Ngong Division of Kajiado County. It is not always with abundant school resources that may always result in effective teaching and learning of Geography. But, how do schools with limited teaching and learning resources utilize what they have efficiently and boost academic performance? Therefore, the research also inquired on the organization of the learning and teaching resources and their appropriate use to enhance the acquisition of the subject matter during the teaching and learning of Geography in Public Secondary Schools of Ngong Division of Kajiado County.

### **2.3 The Influence of Teaching and Learning Methodologies on The Teaching and Learning of Geography**

Teaching methods refer to a broad set of teaching styles, approaches, strategies, or procedures used by teachers to facilitate learning, (Schmeck, 2013). In the general understanding, teaching methods that enable learners to actively participate in their learning should be adopted and encouraged instead of those that reduce them to passive recipients of knowledge. In cases where teaching methods adopted are not consistent with learners' preferred learning styles, discomfort sets in and interferes with the learning process hence the acquisition of desired Geographical knowledge is impaired. The use of teaching methods should take cognizance of the learner's preferred learning styles and balance with the less effective but popular methods of learning. The selection and arrangement of elements of a curriculum and the various ways in which they are introduced to the studies is the more specialized meaning of the teaching method. It is imperative therefore to inquire into the teaching and learning methods used to teach Geography in Public Secondary Schools.

According to Mayes & Moon, (2013), training of teachers, which is mainly attached to one's qualification goes a long way in equipping the teachers with knowledge and skills to enable them to handle the task ahead of them. From the training, one necessary skill for teachers within the context of lifelong education expected of them is the capacity to make use of the broad range of teaching methodologies to foster themselves and their pupils, the ability to learn without the supervision of the teachers or the structures of the formal schooling. This research thus aimed at identifying the competence of Geography teachers in Secondary Schools of Ngong Division in the use of a variety of teaching methodologies, especially those that promote learning with minimum supervision.

Among the teaching and learning methods is the lecture method. According to Basha, (2004), "the lecture method is probably the most popular and widely used teaching method." This method in its various forms of presentation is used to introduce new topics, summarizing ideas, and showing the relationship between theory and practice. But the teacher has to know how and when to develop and present a lecture. In preparing the lectures the teacher has to establish the objective and the desired outcomes, organize materials, and plan productive classroom activities having meaningful examples. However, the lecture method limits the chances of asking questions, hence this research intends to find out how this method among other methods influences the teaching and learning of Geography.

Other teaching methods in Geography include demonstration; which stimulates student's thinking, small group discussion which gives learners opportunities to express their opinions, role play, field trips among others which are used are used to provide a nourishing learning environment. Discovery methods are known to keep students motivated and aroused, aid cognition, and enhance retention. Basha, (2004) further suggests that all teaching methods are not be utilized in every lesson but rather, the teacher should choose the most appropriate method in line with the topic and the students. This research thus found out how often the teacher uses any of the mentioned methods in the process of teaching and learning Geography in Public Secondary Schools of Ngong Division of Kajiado County.

Wamwele, (n.d), conducted an Investigation into Factors Contributing to Poor Performance in Chemistry in Mwingi Central District, Kitui County, Kenya. He found that learning takes place effectively when learners are actively participating in classroom activities and when they come to direct contact with concepts they are learning in the classroom. This study was done in the Mwingi Sub-County, Kitui county. But this study did not explore which teaching and methodologies subject the learners to such an experience during the teaching and learning process.

This study, therefore, found it necessary to inquire on what teaching and learning methodologies expose students to a free interaction and direct interaction with the learning concepts in Geography in Kajiado County, the Ngong Division.

Mose, (2007) researched Factors Affecting Implementation of Kiswahili Curriculum Reforms in Public Secondary Schools in Ngong Division, Kajiado District, Kenya. The study found that most of the schools sampled had teachers who had less than five years of teaching experience, hence they were not well experienced to engage students in out-of-the-classroom learning and teaching methodologies resulting in ineffective teaching and learning of Kiswahili. However, the study did not indicate what learning and teaching methodologies were being used and how often were they used. Moreover, it was done to inquire about Factors Affecting the Implementation of Kiswahili Curriculum Reforms. Thus, this research aimed at finding out the relationship between the use of particular teaching methodologies and the process of teaching and learning in public Secondary Schools of the Ngong Division of Kajiado County. The research aimed at finding out which teaching and learning methods are frequently used in the teaching and learning of Geography and why.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presented a detailed description of the research methodology used in this study. Research methodology is the detailed procedure used to answer the research questions. This included a description of the research design, the area of study, the target population, the sample size, sampling procedures, research instruments, data collection procedures, data analysis, and ethical considerations employed in data collection.

#### **3.1 Research Design**

Research design deals with the arrangement of ways and strategies of collecting data pertinent to the research problem. Mitchell & Jolley, (2012) defined research designs as a set of plans which a researcher develops to provide criteria and specification for a study. With this understanding, the study adopted a descriptive survey design. This design is a type of quantitative method of collecting data or information through interviews or by distributing questionnaires to the individuals within the sample. In this study, the descriptive research design was employed to help the researcher to explore the factors influencing the teaching and learning of Geography among Public Secondary School Students in Ngong Sub-County, Kajiado.

#### **3.2 Description of the Study Area**

Ngong is a division of Kajiado County about 30 kilometers South-West of Nairobi City. Ngong was once considered as a major farming settler area mainly by Maasai People. According to *Kenya Gazette*, (1965) Ngong derived its name from the "Enkongu' Emuny", which means

"Rhinoceros spring" or Knuckles in reference to the four peaks of the Ngong Ridge. This Sub-County has seen massive development for the past 20 years, Ngong as a Sub-County of Kajiado. This development can be seen in the construction of the commercial building and residential flats, road construction and the modern market (almost to completion) with a bus Terminal. Ngong has also been providing high and low residential flats to people who are mostly employed in Nairobi City. Apart from all these, Ngong has also seen a number of Secondary Schools coming up, both public and private. It has approximately 10 Public Secondary Schools and quite a number of private schools (Omulo, 2017).

### **3.3 Target Population**

Target population as defined by (Mitchell & Jolley, 2012) is a population that the researcher wants to use to generalize the results of a study. They add that population is an entire group of individuals, events, or objects having common observable characteristics. This study, therefore, targeted all students taking Geography in Public Secondary Schools in Ngong Division and Geography teachers who have the command of the subject matter. The area has approximately 10 Public Secondary Schools and this formed the target population.

### **3.4 Sample and Sampling Procedures**

The collection of data becomes possible when the target population is sampled because the target population is so vast that not all respondents can be reached. According to Berg & Lune, (2017), it is often impossible, impractical, or rather extremely expensive to collect data from all potential units of analysis covered by the research problem. Therefore, a smaller group was drawn or obtained from an accessible population to serve time and reduce cost. From the ten Public Secondary Schools (Boys' Secondary Schools, Girls' Secondary Schools, and Mixed-Day

Secondary Schools) in Ngong Sub-County of Kajiado County, three were selected using a stratified random sampling method in this study as a sample.

The sampling procedure can be described as the procedures used to select the number of individuals from the target population for a study in such a way that the individuals selected represent the large group from which they are selected, (Grinnell & Unrau, 2005). In other words, sampling procedures are techniques that the researcher uses to select the sample for the subject under the study. On the other hand, a sample is a smaller size of the selected population that a researcher can manage to access, (Oso & Onen, 2011).

The researcher, therefore, used stratified random sampling and simple random technique to select the sample from the target population. The stratified method helped the researcher to classify schools into three groups as Public Boys Secondary School, Public Girls Secondary School, and Public Mixed Day Secondary school. Thus, the researcher selected three Public Secondary Schools out of ten Public Secondary Schools in Ngong Sub-County one from each type. The researcher then purposively selected Form 2, Form 3, and Form 4 Geography students because they have had enough time to study Geography such that they can give their opinion concerning the teaching and learning of Geography. This was deemed to give more information on the factors influencing the teaching and learning of Geography

Further The researcher implored a simple random sampling procedure to distribute the questionnaires to students in classes of Form Two, Form Three and Form Four in order to give an equal chance to every student to participate. The researcher also used some Geography teachers of these three Secondary Schools that were selected by stratified random methods whereby Geography teachers were male and female. The study aimed at using at least 30% representative

Sample as stipulated by, (Mugenda & Mugenda, 2003). The table below showed the number of students and teachers selected to participate in this research. It showed the number of students in each form and the sample selected. It also showed the number of Geography teachers in each school selected and the sample selected

*Table 1: Sample Matrix*

<b>School Type</b>	<b>Form</b>	<b>Student Population</b>	<b>Student Sample</b>	<b>Teacher Population</b>	<b>Teacher Sample</b>
<b>School A:</b>	Two	38	12	6	3
<b>Boys</b>	Three	35	12		
	Four	32	10		
<b>School B:</b>	Two	35	12	7	5
<b>Girls</b>	Three	30	10		
	Four	34	12		
<b>School C:</b>	Two	34	12	5	2
<b>Mixed-Day</b>	Three	32	10		
	Four	30	10		
<b>Total</b>		<b>300</b>	<b>100</b>	<b>18</b>	<b>10</b>

### **3.5 Description of Research Instrument**

Wilkinson & Birmingham (2003) describes the research instrument as a tool developed by the researcher to achieve its objectives when carrying out a research study. In other words, research instruments are tools that aid the collection of data for analysis. It is a tool for gathering information

needed for solving a research problem. The study, therefore, used questionnaires for both teachers and students to collect data. Denscombe (2014) defines a questionnaire as a set of questions designed to extract information relating to the survey.

### **3.5.1 Questionnaires for Geography Students**

The questionnaires for students had four sections A, B, C, and D. Section A consisted of questions on demographic information such as gender, age, type of school, and year of study. Section B dealt with teaching and learning Methodologies used in the teaching and learning of Geography. Section C looked at learners' perception of Geography. Finally, Section D dealt with the influence of teaching and learning resources on the teaching and learning of Geography.

### **3.5.2 Questionnaires for Geography Teachers**

The teacher's questionnaires were similar to those of students except for a few adjustments. It had four Sections A, B, C and D. Section A consisted of questions on demographic information such as gender, age brackets, school type and the number of years teaching Geography. Section B dealt with teaching and learning Methodologies used in the teaching and learning of Geography. Section C looked at learners' perception of Geography. Finally, section D dealt with the influence of teaching and learning resources on the teaching and learning of Geography.

## **3.6 Data Collection Procedures**

The researcher requested the approval note of the research proposal from the supervisor. Thereafter, I sought the research permit from the Registrar of Marist International University College (MIUC) to collect the data. This permit was used to obtain permission from the Ministry of education through the school principals for entry into the sampled schools.

### **3.7 Data Analysis Procedures**

After the collection of data using a quantitative data approach, the researcher organized the responses categorically according to the research questions. The data were analyzed descriptively using frequencies, percentages and presented using tables and charts. Each category was worked out using Statistical Package for the Social Science (SPSS version 24). The data was summarized using the quantitative method and presented in figures and tables.

### **3.8 Ethical Consideration**

For an authentic research process, the researcher obtained official authorization from appropriate authorities. A permission letter was obtained from Marist International University College: The Registrar of Marist International College to the schools where data was collected and permission from the Headteachers of the sampled schools. In the process of data collection, the researcher assured the participants of confidentiality and anonymity concerning their responses was going to be taken into consideration and all the information given was not going to be divulged to anybody. It was also made clear throughout data collection that the findings were only to be used for academic purposes. Finally, all the works of the authors and other references are cited to avoid issues pertaining to plagiarism.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.0 Introduction

This chapter comprises the analysis and interpretation of the collected data on factors influencing the teaching and learning of Geography in Public Secondary Schools of Ngong Division, Kajiado County.

#### 4.1 Response Return

The study was conducted among Geography students and teachers in three Public Secondary Schools of Ngong Division, Kajiado County. These schools included a Girl's Secondary School, a Boy's Secondary School and a Mixed Day Secondary School. The response rate of the research was presented in table 2.

*Table 2: Questioner Return Rate*

Respondents	Questionnaires Distributed		Questionnaires Returned	
	<i>f</i>	%	<i>f</i>	%
Teachers	10	100	10	100
Students	100	100	100	100
<b>Total</b>	<b>110</b>	<b>100</b>	<b>110</b>	<b>100</b>

From table 2, a total of 110 questionnaires were distributed for this study and 110 were returned by the respondents. This represents a 100% return rate of distributed questionnaires. This

meant that all of the questionnaires distributed were returned. The good return rate from the participants implied the reliability of the findings of this study.

## 4.2 Demographic Information

The researcher sought to find information on students' and teachers' gender, age and type of the school. The responses were identified and summarized as follows.

### 4.2.1 Gender of the Participants

Students and teachers were requested to indicate their demographic information concerning their gender. The responses were identified and summarized as indicated on table 3.

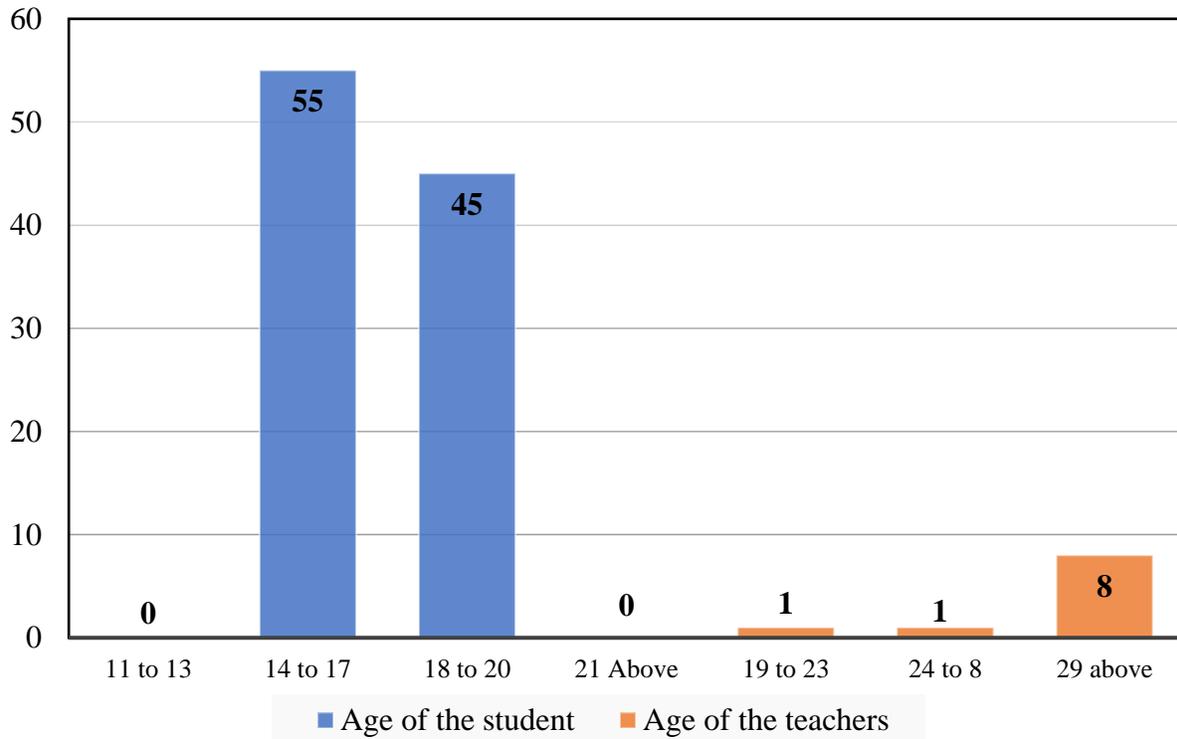
*Table 3: Gender Distribution*

Gender	Geography Student		Geography Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	64	64	4	40
Female	36	36	6	60
<b>Total</b>	<b>100</b>	<b>100</b>	<b>10</b>	<b>100</b>

Table 3 indicated that there were more male students' respondents (64%) than female students (36%). This showed that both male and female students participated in the study. This gender disparity did not affect the outcome of the study in any substantial manner. On the other hand, female teachers were 60% and male teachers were 40%. This showed that there both male and female teachers were interested in teaching Geography in the selected schools despite the marginal difference and this increased the reliability of the data collected.

#### 4.2.1 Age of Brackets of Students and Teachers

Students and teachers were asked to indicate their age bracket. The responses were identified and summarized as indicated on figure 2.



*Figure 2: Age of Brackets of Students and Teachers*

Figure 2 above showed that, 55 (55%) of the students were aged 14-17 years, 45 (45%) were aged 18 - 20 years. Majority of the students were therefore aged between 14-17 years. According to Tadayon Nabavi (2012) theory of cognitive development, children at the age of 12 and above are regarded as having moved beyond concrete experiences and begin to think abstractly, whereby they can reason logically and draw conclusions from the information available. The researcher therefore concluded that, the respondents were mature enough to understand the questions and draw the conclusions. This enhanced the reliability of the data collected.

#### 4.2.2 School Type

Respondents were asked to indicate their type of school as either Boys Secondary, or Girls Secondary or Mixed Day Secondary. The responses were identified and summarized as indicated on table 4.

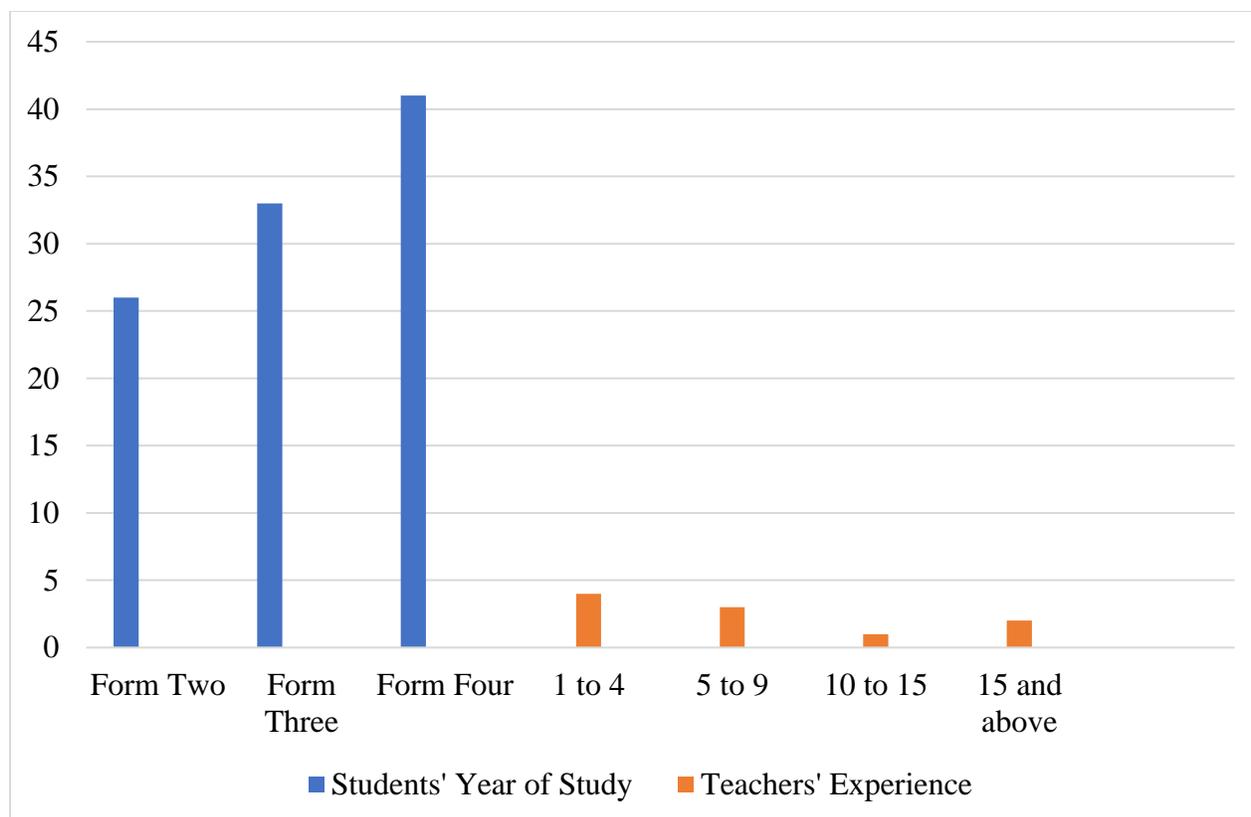
*Table 4: Students' and Teachers' School Type*

Type of the School	Geography Students		Geography Teachers	
	F	%	f	%
Girls Secondary School	25	25	5	50
Boys Secondary School	45	45	2	20
Mixed Day Secondary School	30	30	3	30
<b>Total</b>	<b>100</b>	<b>100</b>	<b>10</b>	<b>100</b>

Table 4 showed the three schools that participated in the research. That is; a Girls' Secondary school 25 (25%), a Boys' Secondary school (45%) and a Mixed Secondary 30 (30%) of student's participation. There was a marginal difference between Girls' Secondary School, Boys' Secondary School and Mixed Secondary School. This implied that both male and female students like taking Geography as found by Kojweke (2013).

#### 4.2. Students' Year Of Study And Teachers' Teaching Experience

Respondents were asked to indicate their year of study and teaching experience respectively. Figure 3 demonstrated the information about the student's year of study and the teaching experience of the Geography teachers.



*Figure 3: Students' year of Study and teachers' experience*

The analysis on figure 3 showed that 26 (26%) of the respondents were Form two, 33 (33%) of respondents are Form three while 41 (41%) were Form four. The majority of the respondents were in Form four. Form four participated more because of their vast experience in learning Geography and more so because they were easily picked randomly for, they have stayed in the school for long.

On the other hand, is an illustration of teachers experience in the selected schools. The results showed that those with 10 years' experience and above were 30 % and 70 % were those between 1- 9 years' experience. This implied that Geography teachers in the studied schools had little experience in teaching Geography. Thus, they would be still encountering some problems in identifying appropriate methods on specific topics in the Geography syllabus. This is in agreement with the findings of Sibille (2016) who observed that, "the experience of teachers matters a lot in

any academic performance. Experienced teachers know what type of method to use in difficult topics, they are able to manage the class well and they can easily connect with individuals in class and even source for the resource persons. Therefore, lack of experience would impede effective teaching and learning of Geography in Public Secondary Schools.

### 4.3 Teaching and Learning Methodologies

The study assessed the methodologies used to teach Geography in public Secondary schools in the Ngong Division, Kajiado County. Several items were raised around this objective. The analysis of these items was as follows:

#### 4.3.1 The use of Lecture Method

The students were asked to indicate to what extent their Geography teacher use the Lecture method when teaching Geography. Likewise, the teachers were asked to what extent they used the lecture method to teach Geography. Figure 4 demonstrated the information about the findings.

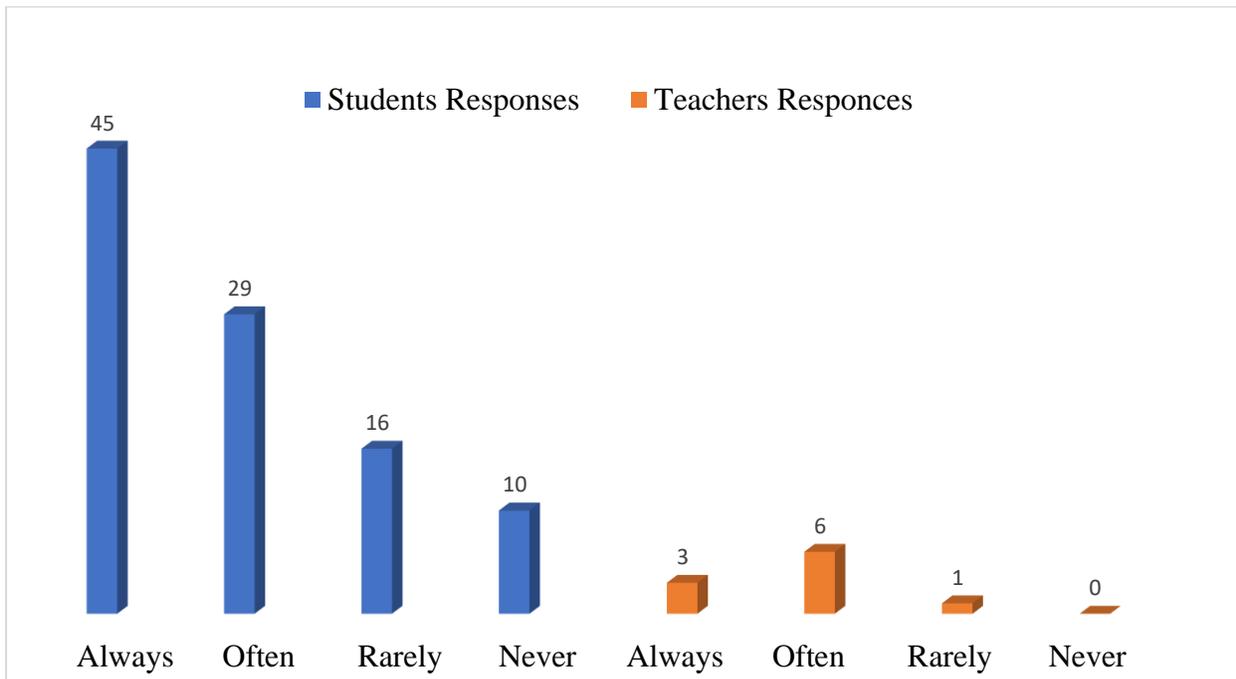


Figure 4: The Use of Lecture Method

Figure 4 showed, 45% of students said their teacher uses lecture method always, 29% said Often, 16% said rarely and 10% said never. Meanwhile, 30% of teachers said they used lecture method always, 60% often, 10% rarely and no teacher said they never used lecture Method. These results indicated that lecture method is used often on an average and conforms with the findings of Basha, (2004). He stated that, lecture method is probably the most popular and widely used teaching method. This is true in that, Lecture method contributes to effective teaching and learning of Geography when it is used effectively and on appropriate topics.

#### 4.3.2 The Use of Small Group Discussions

The students were asked to indicate to what extent their Geography teacher use the Lecture method when teaching Geography. Likewise, the teachers were asked to what extent they used the lecture method to teach Geography. Table 5 demonstrated the information about the findings.

*Table 5: Small Group Discussions*

Level of Agreement	Geography Students		Geography Teachers	
	F	%	f	%
Never	8	8	0	0
Rarely	23	23	1	10
Often	50	50	8	80
Always	19	19	1	10
<b>Total</b>	<b>100</b>	<b>100</b>	<b>10</b>	<b>100</b>

Concerning the use of small group discussions table 5 showed that 50% of the students said their teachers used small group discussion often, while 19% said always, 23% rarely and 8% said

never. On the side of the teachers, 10% said always, 80% said often and 10 % said rarely. This indicated that teachers often use group discussion mostly during the teaching and learning of Geography. One of the justifications on this question was that group discussion helped the learners to learn from one another, and one teacher said small group discussion helped to assess the learners understanding of the concept under discussion. This is in agreement with the Social Learning Theory as explained by Tadayon (2012). Children learn a lot when then listen and observe their peers. It also enhances problem solving, research, enthusiasm and motivation.

### 4.3.3 The Use of Question and Answer

Both students and teachers where asked whether they used question and answer during the teaching and learning of geography. Figure 5 showed the responses as quoted from the questioners administered.

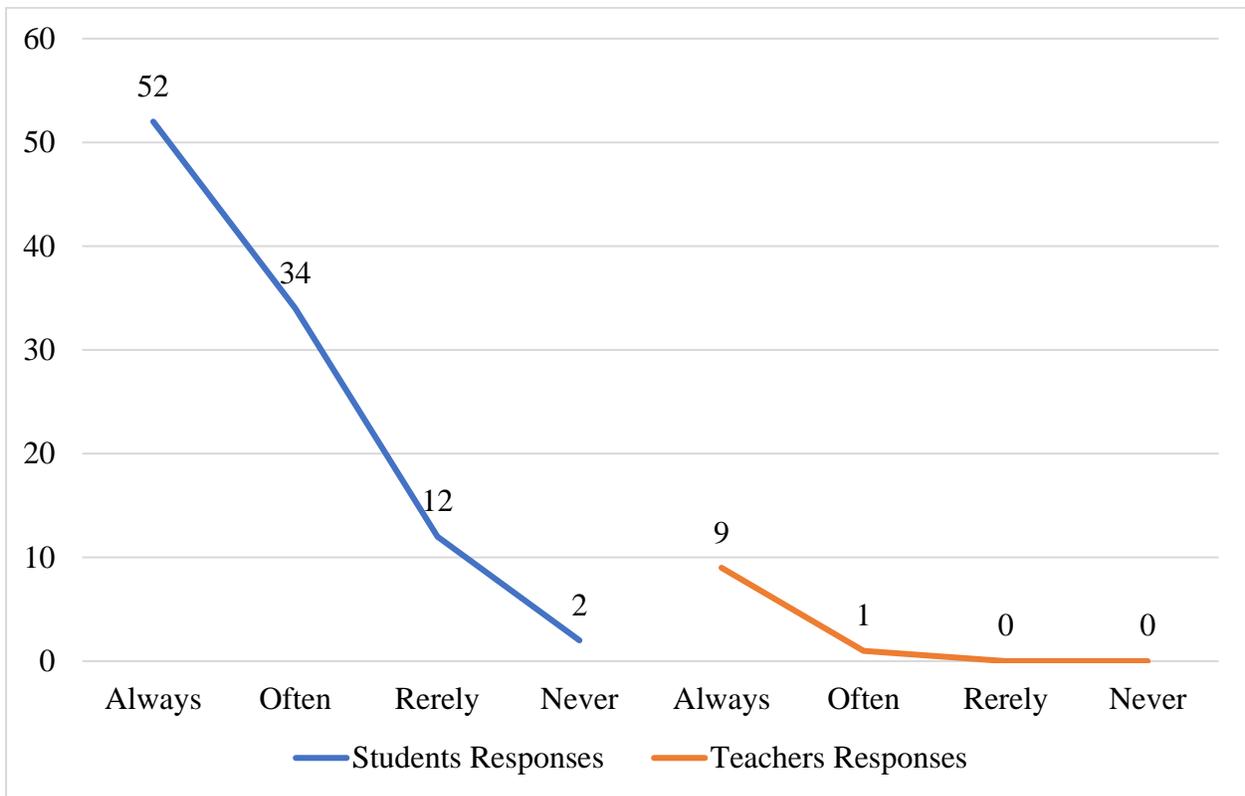


Figure 5: Question and Answer

Figure 5 showed that (52%) of the students said their teachers use question and answer method, 34% said always and the same 12 % said often while 2% said their teachers never use question and answer method. On the side of the teachers, 90% said always, 10% said often. These findings indicated that question and answer is mostly used during the teaching and learning of geography. The use of question and answer implied that there is interactive communication in the classroom between the teacher and the students and among the students. This kind of communication is very effective in achieving effective teaching and learning of Geography, (Mayes and Moon 2013).

#### 4.3.4 The Use of Field Trips

The researcher asked both students and teachers respondents whether they go for field trip as a methodology for teaching and learning. The responses were shown in figure 6.

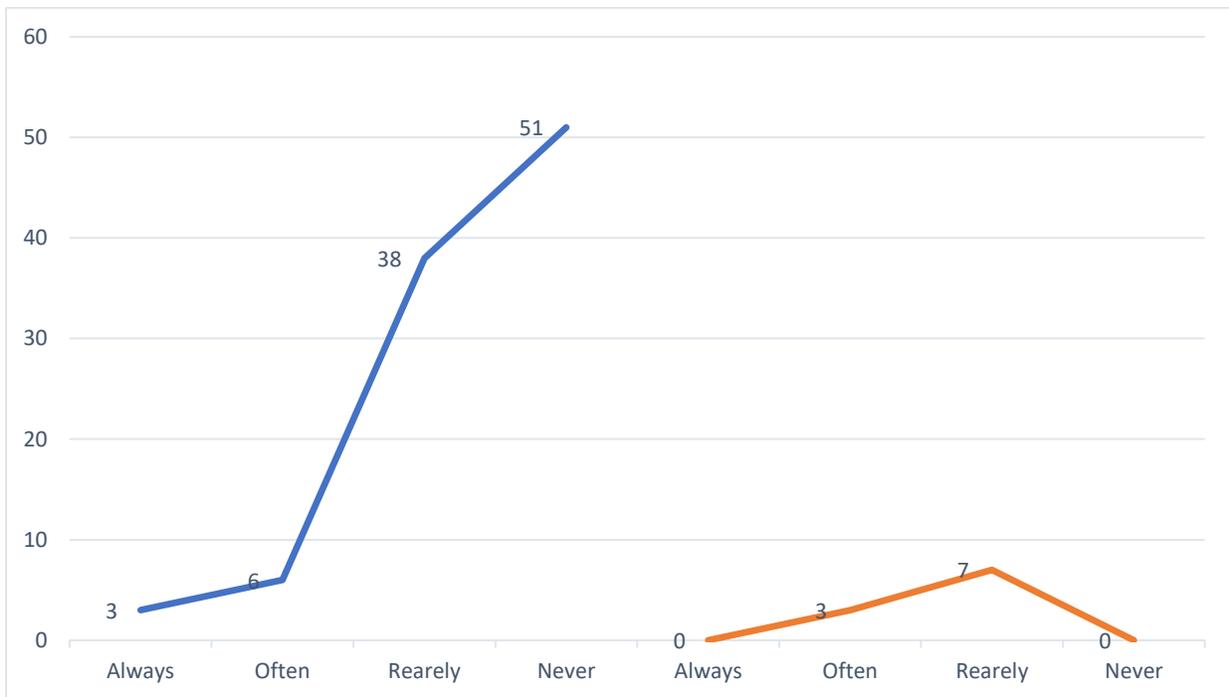


Figure 6: The use of Field Trips

Figure 6 showed that, 51 (51%) students said they never went for a field trip, while 38 (38%) said they rarely went, 20 (20) often went and 3 (30%) said always. On the side of teachers, 7 (70%) responded they rarely went for field trips while 3 (30%) said they often went for field trip. These responses indicated that, majority of students did not go for field trip from time to time and that, majority of teachers did not take their students for field trip often. This disagreed the suggestion of KNEC (2009) that some topics in Geography need the use of field trip method. Field trips are very necessary in that students come to a direct contact and interaction with the reality with theoretical concepts they learn in class. Thus, not taking students for field trips could be labeled as a factor influencing the teaching and learning of Geography negatively.

#### 4.3.5 The use of the resource Person

The researcher asked both students and teachers respondents whether a resource person is used as a teaching and learning methodology. The responses were shown in Figure 7;

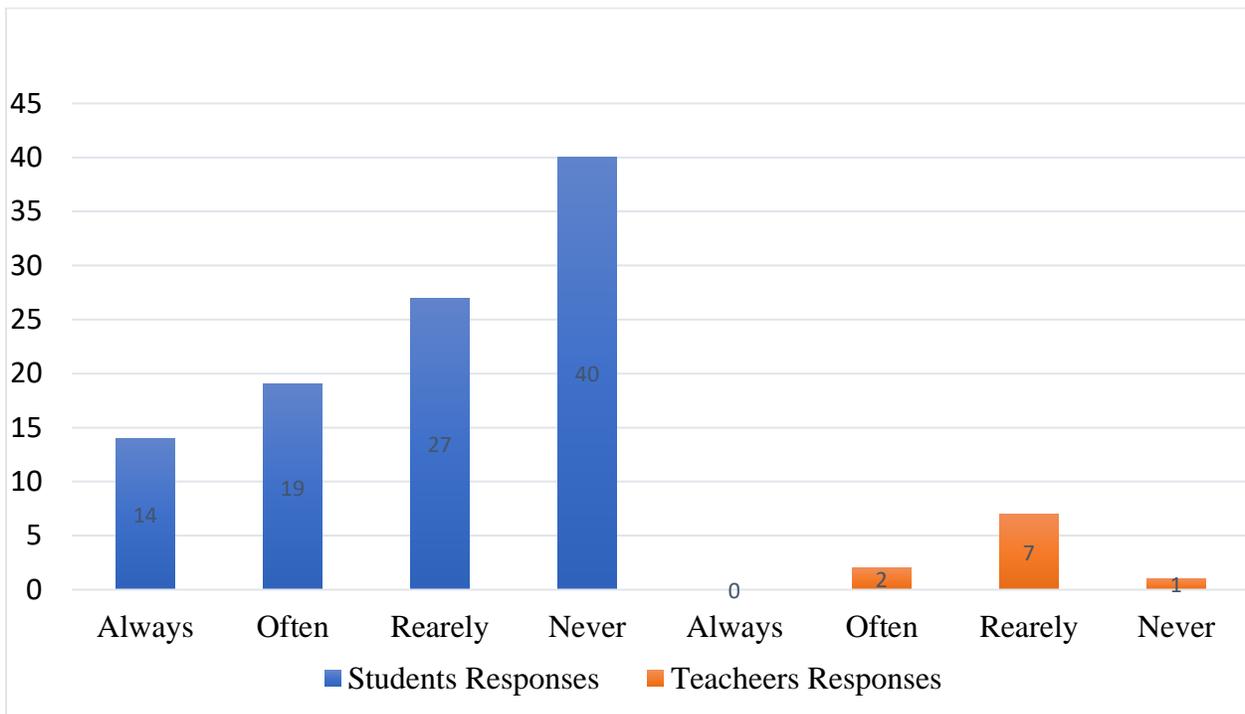


Figure 7: The Use of The Resource Person

Figure 7 showed that, 40 (40%) of the students said they were never taught by a resource person, while 27 (27%) said rarely, 19 (19%) often and 14 (14%) said always. On the side of teachers, 7 (70%) responded they rarely invited a resource person while 2 (20%) said they often used the resource person and 10% said never. These responses indicated that, majority of students did not have a resource person teaching them from time to time and that, majority of teachers did not invite a resource person to teach their students from often. This disagreed the suggestion of Lambert & Balderstone (2012) that some topics in Geography require inviting or the use of someone with the expertise from time to time. Bringing an expert in the classroom is more beneficial to the learners it is as if student have to the sight under study. It is therefore, impeding the effectiveness of the teaching and learning of Geography when students have no opportunity of learning certain geographical concepts from the expert.

#### 4.3.6 The Use of Observation

Geography students and teachers likewise were asked whether they used observation method during the teaching and learning. Their responses were summarized in table 6.

*Table 6: The Use of Observation*

Level of Agreement	Geography Students		Geography Teachers	
	F	%	f	%
Never	18	18	4	40
Rarely	34	34	5	50
Often	24	24	1	10
Always	24	24	0	0
Total	100	100	10	100

This analysis of table 6 showed that 18% of the students said their teachers never use Observation method, 34% said always, 24 % said often and 24% said always. On the side of the teachers, 40% said always, 50% said often and 10% said rarely. On average, observation method was rarely used during the teaching and learning of Geography. Schmeck (2013) commenting on the importance of observation says, abstract ideals are better understood through observation. This implied that Geography teachers ought to take students outside the classroom situation for effective teaching and learning of geography. For example, a teacher who asks students to get out of the classroom to observe the clouds in the sky is more effective than he or she who simply talks about types of clouds in the classroom. Failure to involve observation method therefore, pose a challenge to effective teaching and learning of Geography.

#### **4.4 Learners' and Teachers' Perception Towards Geography**

To evaluate the perception of students and teachers towards Geography in public Secondary Schools in the Ngong Division, Kajiado County the researcher collected data from both students and teachers. The analysis of the data is as follows:

##### **4.5.1 Students' Perception towards Geography**

Students were asked on how they perceive learning Geography. Responses were summarized in table 4;

Table 7: Students' Perception towards Geography

Statements	SA	%	A	%	U	%	D	%	SD	%
Students responses	f		f		f		f		f	
Learning Geography is interesting	76	76	21	21	0	0	1	1	2	2
Geography is the easiest subject to learn in Secondary school	25	25	54	54	12	12	8	8	1	1
Geography helps to locate places of different geographical areas	60	60	37	37	1	1	2	2	0	0
I do not understand Geography because it is difficult.	2	2	5	5	9	9	25	25	59	59
Geography teachers motivate us to like Geography.	44	44	44	44	6	6	3	3	3	3
I like Geography because it offers many career opportunities	65	65	28	28	6	6	1	1	0	0

**Legend: SA- Strongly agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly disagree**

Findings from table 7 showed 97% of the students supported that, learning Geography is interesting 76 % strongly agreed, 21 % agreed, 2% disagreed and 1% strongly disagreed. This illustrated that students find it interesting to learn geography. In agreement with the findings of Kojweke, (2013), interest is vital in any endeavor for success. From the opinions, students confirmed that they enjoy learning Geography because they find it interesting.

Further, on the statement of Geography as the easiest subject to learn in the Secondary School, students' responses skewed in support with 25% strongly agreed, 54% agreed, 12% undecided, 8% disagreed and 1% strongly disagreed. This result was in accordance with the

findings of Tomal, (2010). He found that Geography was ranked fourth by students among the most favorable courses. Thus, this showed that most students find it easy to learn Geography hence, having a positive perception and in turn enhancing the effectiveness of teaching and learning of geography.

When students were asked to indicate their extent of agreeing or disagreeing as to whether Geography helps them to locate different geographical areas, 60% of the students strongly agreed and 37% agreed. 1% were undecided and 2% disagreed. This showed that students really value learning Geography for it helps them locate phenomenon on the earth's surface. This statement was strongly supported by Fisher & Binns, (2016) who stipulates that "Maps give location as either latitude or longitude, or grid coordinates on the reference spheroid of choice."

Furthermore, when students were asked whether they did not understand Geography because it is difficulty, 2% strongly agreed, 5% agreed, 9% were undecided, 25% disagreed and 59% strongly disagreed with the statement. This clearly indicated that students in the area of study do not find learning Geography difficulty.

The statement as to whether Geography teachers motivate students when teaching Geography in class, 44% of the students strongly agreed, 44% agreed, 6% were undecided 3% disagreed and 3% strongly disagreed. This indicated that Geography teachers are trying their best in motivating students. Motivation encourages students to learn the subject that they may not perceive it difficult to learn. Loops (2018) when giving the strengths of Bandura's theory states that "the change in child's environment results to change in behavior as well, simply by giving a student a place that is conducive for learning and this can be done through motivation." Motivation therefore results to positive perception towards the subject among Geography students in class.

Geography was seen as an important subject that can offer career opportunities by the students, 65% of the students strongly agreed and 28% agreed outnumbering 6% of those who were undecided and 1% who disagreed. This showed that Geography still remains relevant and that Geography students in Ngong Secondary Schools have positive perception towards the subject. Ababio, (2013) states that “perception has influence on learning Geography in class especially when students are either motivated or demotivated by their teachers”. In this study, it showed that students were motivated by their Geography teachers, hence influencing the teaching and learning of Geography positively.

#### **4.5.2 Teachers’ Response on Students Perception on Geography**

Teachers were asked on how they perceive teaching Geography. Responses were presented in table 5 below;

*Table 8: Teacher response on their Perceptions towards teaching Geography*

Statements	SA	%	A	%	U	%	D	%	SD	%
Teachers' Responses	f		f		f		f		f	
Teaching Geography is interesting	5	50	50	50	0	0	0	0	0	0
Geography is the easiest subject to teach in Secondary school	2	20	6	60	1	10	1	10	0	0
Geography helps to locate places of different geographical areas	7	70	3	30	0	0	0	0	0	0
I do not like to teach Geography because it is difficult.	0	0	1	10	1	10	2	20	6	60
I do motivate students to like Geography.	4	40	5	50	0	0	1	10	0	0
I teach Geography for career opportunities	3	30	3	30	4	40	0	0	0	0

**Legend: SA- Strongly agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly disagree**

Table 8 indicated 50% of the teachers strongly agreed and 50% agreed that teaching Geography in Secondary School is interesting. From the analysis, Geography teachers in the Schools are putting their very best in the teaching of Geography to the students. Finding work interesting means one is highly motivated and this can contribute to good performance among the learners.

Geography teachers were asked whether Geography was the easiest topic to teach in Secondary Schools and majority concurred with the statement. 20% strongly agreed and 60% agreed. Only 10% were undecided and 10% disagreed. This implied that Geography does not pose a lot of challenges to Secondary school Geography teachers during the teaching and learning process.

The Table 4.4 showed 70% of teachers strongly agreed that Geography help to locate geographical areas and 30% agreed. This therefore, indicated that Geography teachers regard the subject as a significant and living subject that should be taught to Secondary School students. Hence, perception of teachers towards Geography has an influence towards the teaching and learning of Geography.

Regarding teachers motivating students to love Geography, table 5 showed that 40% strongly, agreed, 50% agreed and only 10% disagreed. This simply portrayed that Geography teachers do give motivation to their students resulting to students having positive attitude towards Geography in class. This coincided with the findings of Al-Nofli, (2010). He found that, students were positive about Geography. They found Geography enjoyable and helpful to learn about countries, weather, maps, natural disasters, the world, and lifestyles.

Teachers were asked whether they teach Geography for career opportunities to their students, 30% strongly agreed, 30% agreed, and 40% were undecided. This difference showed that Geography is seen to be an important subject in Secondary school with provides career opportunities. Jones & Lambert, (2013) found that “being a teacher is not for the faint of heart. It requires patience, preparedness, flexibility, an open mind and strength. It is a rewarding career, as it gives you the opportunity to change many lives for the better.” This explained that teachers’ perception either towards the subject or the learners has an influence on the students’ achievement.

#### **4.6: Influence of Teaching and Learning Resources on the Teaching and Learning of Geography**

The study investigated the influence of teaching and learning resources on the teaching and learning of Geography. Students and teachers were asked similar questions and several items were raised around this objective. The analysis of these items was as follows:

#### 4.6.1 Availability of Enough and Up to Date Geography Maps

Both teachers and students were asked whether their school had enough and up to date Geography Maps. Their responses were summarized in figure 8:

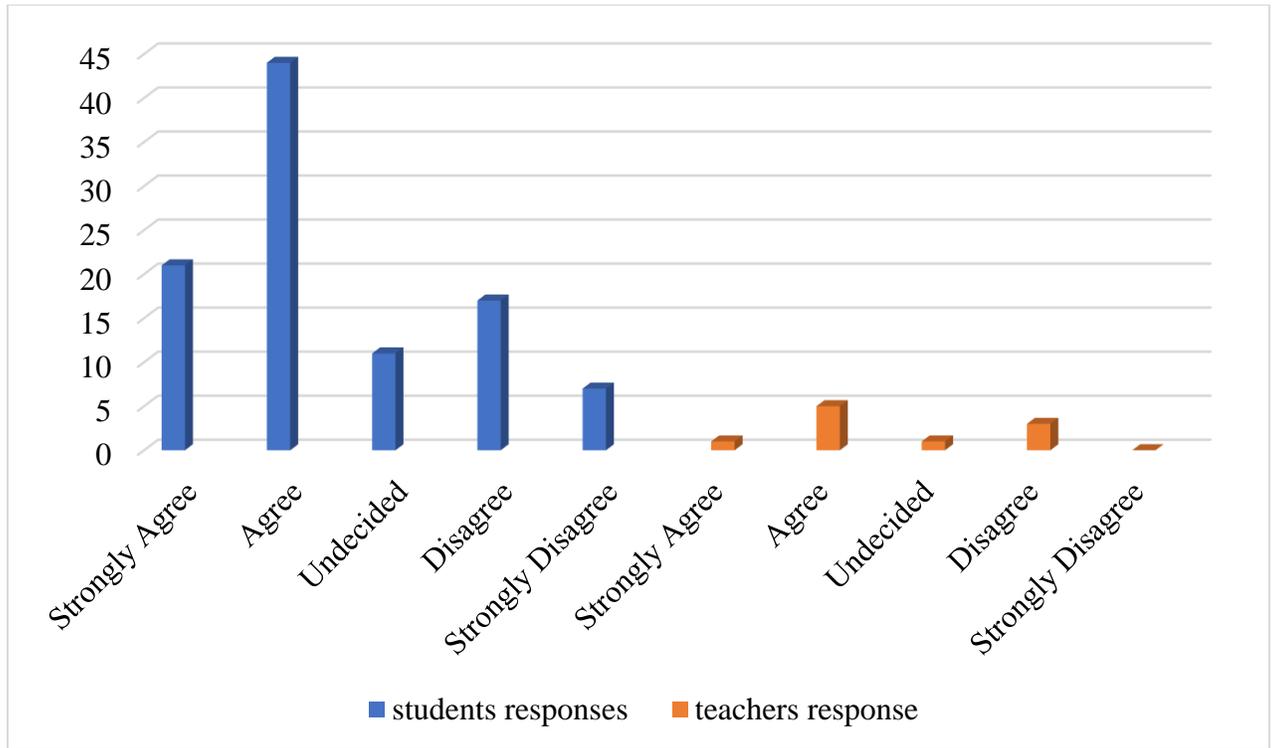


Figure 8: Availability of enough and up to date Geography Maps

From figure 8, 21% of students strongly agreed that they had insufficient and up to date maps in their Schools, 44% agreed, 11% where undecided, 17% disagreed and 7% strongly disagreed. On the side of the teachers, 10 % strongly agreed, 50 % agreed, 10% where undecided, and 30% disagreed that maps in their school were not enough and up to date for the students. The average of the students and the teachers agreed that their school had enough maps for the teaching and learning of Geography. Thus, this contributed to the effective teaching and learning of Geography. Availability of maps to students in Schools would contribute to better understanding of geographical phenomenon and location of geographical places. Though the maps were not

enough, students and teachers made use of what they had. This is in line with Mutua (2012) who found out that “Teaching and learning resources have always been a challenge when it comes to student’s performance in Schools.” Therefore, lack of maps in Secondary Schools of Ngong division has an influence in the teaching and learning of Geography.

#### 4.6.2 Teaching and Learning Environment for Effective Learning

The researcher asked both teachers and students whether their school had a conducive teaching and learning environment. The responses were shown in table 9

*Table 9: Teaching and learning environment for effective learning and teaching.*

Level of agreement	Geography Students		Geography Teachers	
	F	%	f	%
Strongly Agree	39	39	0	0
Agree	43	43	0	0
Undecided	9	9	1	10
Disagree	7	7	8	80
Strongly Disagree	2	2	1	10

Majority of the student respondents (82%) as well as 90% of the teachers’ respondents concurred that the Schools had a conducive environment for effective teaching and learning. Only 10% of teachers and 9% of students were undecided while 9 % of the student’s respondents disagreed. Based on the majority of the respondents, it was evident that most Schools in the study area have a conducive environment for effective teaching and learning of Geography. Tuitt et al., (2016) outlined the characteristics of a conducive teaching and learning environment. They said,

a conducive teaching and learning environment should be welcoming, familiar, and interesting, should be diverse, encourage playtime, evoke the senses, should be social and among others. This then explains that the school environment influences the teaching and learning of any discipline especially in situations where these qualities are not felt by the students.

### 4.6.3 Geography Laboratory

Students and teachers were asked whether they had Geography laboratory in their Schools.

The responses were presented in figure 9.

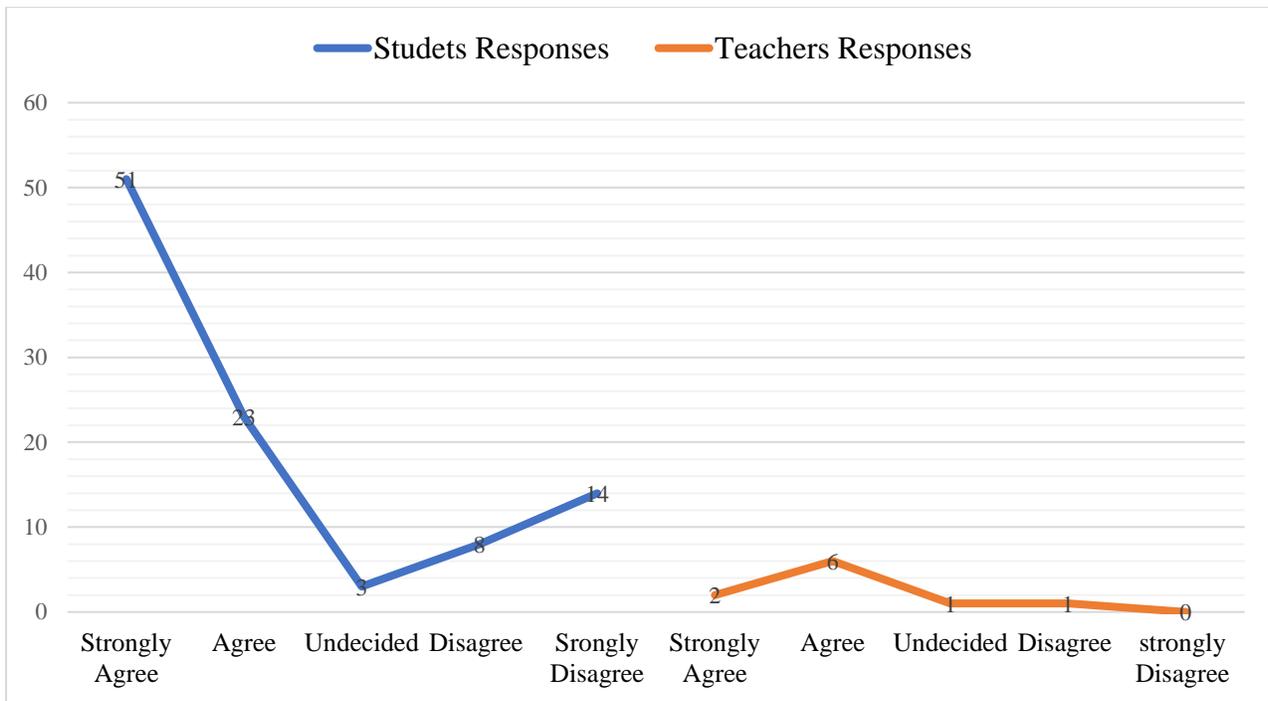


Figure 9: Absence of Geography laboratory

Figure 9 showed that 74% of the students accepted the fact that their Schools did not have Geography laboratory. On the side of the teachers, 80% of teachers also confirmed that Schools in the study area had no Geography laboratory. Roy & Love, (2017) state that Geography laboratory is an essential warehouse of the teaching and learning of Geography and could provide better

environment for learning. This is because it contains all the facilities that a student of Geography would wish to use. Hence, its absence affects effective teaching and learning of the discipline.

#### 4.6.4 Relevant Teaching and Learning Aids such as Posters, the Globe and Charts.

The participants were asked whether their Schools had relevant and up to date Geography teaching and learning resources. The responses are presented in Table 10

*Table 10: Relevant teaching and learning aids such as posters, the globe and charts.*

Level of agreement	Geography Student		Geography Teachers	
	Frequency	Percentage	Frequency	Percentage
Strongly Agree	41	41	1	10
Agree	31	31	8	80
Undecided	11	11	1	10
Disagree	9	9	0	0
Strongly disagree	8	8	0	0
<b>Total</b>	<b>100</b>	<b>100</b>	<b>10</b>	<b>100</b>

Table 10 showed that 41% of the students strongly agreed while 31% agreed that their school had Geography teaching and learning aids. 11% were undecided, 9 disagreed and 8 strongly disagreed. On the side of the teachers, 10% strongly agreed, 80% agreed and 10% were undecided. The analysis showed<sup>3</sup> that the Schools in the study area have Geography teaching and learning resources such as posters, maps, charts, and the globe. This demonstrated a good sign for the Schools, and showed that these Schools aimed at providing resources to improve the effectiveness of teaching and learning of geography. Gitau (2008) stipulated that students of Geography tend to do well in Geography if they are exposed to availability of teaching and learning resources like

maps, globe and atlases. The presence of these resources therefore influences the teaching and learning of Geography positively.

#### 4.6.5 Well-equipped Library with up to Date Geography Materials

Respondents were asked whether their Schools had a library with up to date Geography materials. The responses were presented in figure 10;

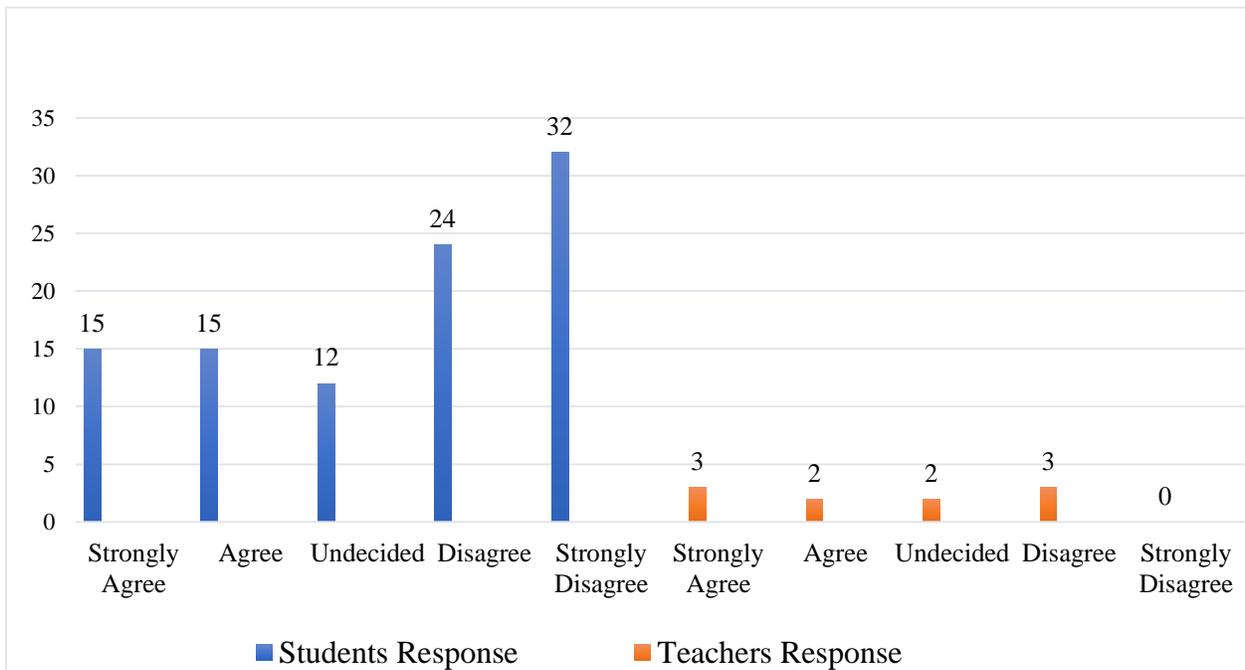


Figure 10: Well-equipped Library with up to Date Geography Materials

As shown in figure 10, above average of the students refuted that they had a well-equipped and up to date library with Geography materials. Though, these Schools showed that they had a library, majority of students reported that these libraries had outdated Geography books and other Geography related materials for study. This could be the reason why effective teaching and learning of Geography becomes a challenge to both teachers and students. Roy (2018) supports the importance of having a library in School. This encourages students to develop a reading culture, knowledge building, deep thinking and lively discussion. Geography is a practical and living

subject that requires much of discussions. A library therefore, provides a very good atmosphere for students' discussion and through discussions the teaching and learning of Geography is enhanced.

#### 4.6.6 Electronic Geography Resources such as, Projectors, Telescope, Computers

The respondents were asked to indicate the extent to which they agree or disagree with the statement “the school has electronic Geography resources such as, projector, telescope, computers.” Figure 11 showed the response from the respondents both teachers and students;

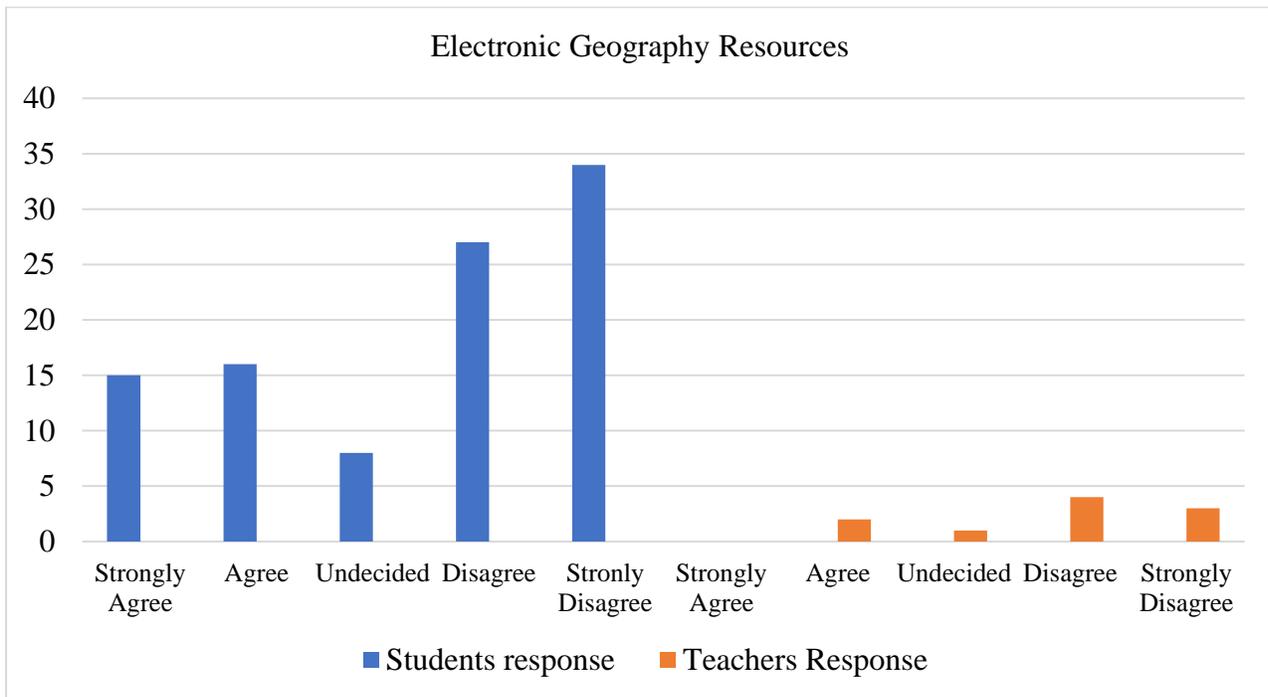


Figure 11: My school has electronic Geography resources such as telescope, computers, binoculars

Figure 11 showed that, on the side of the students, 15% strongly agreed, 16 % agreed, 8% were not sure, 27% disagreed and 34% strongly disagreed. On the side of the teachers, 20% agreed, 10% were not sure, 40% disagreed, and 30% disagreed. From the majority of the respondents, it showed that most of the Schools in the study area had no electronic Geography resources such as

computers, telescopes, and binoculars to directly come in touch with the real world. according to Gilbert, (2012) teaching and learning resources are important because they can significantly increase student achievement by supporting student learning. For example, computer may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning. The absence of electronic Geography resources therefore affected the effectiveness of teaching and learning of Geography negatively.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter outlined a summary of the study findings, recommendations and conclusion based on the research findings. Proposed areas for further research were also provided.

#### **5.1 Summary of The Findings**

The study investigated factors influencing the teaching and learning of Geography in public Secondary School students in Ngong Division, Kajiado County. The study was conducted in three public Secondary Schools that included a Boys' Secondary School, a Girls' Secondary School and a Mixed Day Secondary School. Descriptive survey design was adopted in this study. This type of quantitative design helped the researcher to use questionnaires to collect data. The study targeted a total population of 318 participants. However, a total of 110 participants were involved in the study which included: 47 from Boys' Secondary School, 30 from Girls' Secondary School, and 33 from Mixed Day Secondary School teachers inclusive. Questionnaires were administered to all the students and Geography teachers in the study sample.

The researcher then employed the Statistical Packages for Social Sciences (SPSS) to organize and analyze the data from the field. It was summarized and presented in form of frequency tables, graphs and pie-charts. Concerning the research objective, the analysis of data enabled the researcher to come up with the following findings.

### **5.1.2 Methodologies Used to Teach Geography in Public Secondary**

The research found out that; though Geography can be taught by various methodologies, students felt that the most appropriate methods such as field trips, use of resource person and observations were not employed by the teachers. An average of 87 % of the students agreed and were supported by an average of 84% of teachers. The researcher also found out that lecture method and question and answer methods were often used during the teaching and learning even when it was not appropriate to use such methods. Majority of the teachers agreed that they often used such methods because they are not time consuming and costly. However, the findings of Waweru &Waweru & Nyangosia, (2013) state that Geography is a living subject, hence students need to come to direct contact with the reality. Thus, the choice of teaching and learning methodologies influences the teaching and learning of Geography in any classroom situation.

### **5.1.3 The Perception of Students and Teachers Towards Geography in Public Secondary Schools in the Ngong Division, Kajiado County.**

The study showed that; student perception towards Geography was positive. Majority were in support that Geography is an interesting subject to learn in Secondary school. 88% of the students stated that teachers give them motivation during Geography lessons, Similarly, 90% of the teachers were in support. Further, the study found out that Geography was seen as an important subject to learn in Secondary School by both students and teachers. This showed that Geography is seen as a relevant subject in the Secondary School curriculum.

### **5.1.4 The Up to Datedness and Adequacy of The Teaching and Learning Resources**

The study found out that teaching and learning resources had an influence on teaching and learning of Geography in Public Secondary Schools. The teaching and learning resources available for the teaching and learning of Geography such as maps, atlases, globe, electronic gadgets and

Geography laboratory were of tremendous use to both teachers and the students for effective teaching and learning. However, Majority of the students and teachers revealed that they had insufficient and outdated maps and that they did not have a Geography laboratory that could provide enough resources for effective teaching and learning and teaching.

## **5.2 Conclusions**

The study established that, lecture and question and answer methods were often-used in teaching and learning. However, teaching and learning Geography requires the use of appropriate teaching and learning methodologies for particular topics in Geography. This should be done through cooperation among all the stake holders in the school set up. Schools should not work in isolation, they need to cooperate with parents, the nearby community and other institutions that have expertise in certain topics such as the meteorological stations. Teachers also need to prepare their lessons on time so as to choose appropriate teaching and learning methods beforehand.

In this study, teachers were rated excellent in motivating learners, hence both students and teachers have a positive attitude towards geography. However, there was need for Schools and stakeholders to support teaching and learning by supporting field trips and providing necessary teaching and learning resources for it was revealed that teaching and learning resources are a challenge in all the Schools where the study was conducted. It also exposed the importance of teachers to utilize the few teaching materials that they had to enhance learning process in Geography.

### 5.3 Recommendations

In order to improve the effectiveness of learning and teaching Geography in Secondary Schools, the researcher recommended the following;

- ✓ Parents need to support the running of the school by paying school user fees so as the Schools can plan and organize field trips and the hiring of resource persons in order to enhance the teaching and learning of Geography in Secondary Schools. This was expressed by the teachers in their opinions that they are unable to engage the resource persons and go for field trips due to lack of funds.
- ✓ Geography teachers need to take enough time to prepare for their lessons so as to choose appropriate teaching and learning methods for particular topics in Geography. This will improve the effectiveness of lesson delivery. It came up that, above average of the teachers do not prepare their lessons on time hence they are unable to choose appropriate methods for particular topics.
- ✓ The School Administration in collaboration with the Government need to build Geography laboratories in Schools so as to provide a conducive environment for learning and practical work. More than 90 % of the respondents confirmed that their Schools had no Geography laboratories which negatively affected both teachers (in lesson preparations) and the students in their studies. Thus, the researcher recommends that Schools should have Geography Laboratories to enhance the teaching and learning of Geography in Public Secondary Schools.
- ✓ Schools should provide enough up-to-date teaching and learning resources for Geography such as maps, globes, text books, atlases among others which meet the current needs. Though many respondents confirmed that Schools had these resources, the majority

expressed that they were outdated. Hence Schools in collaboration with stakeholder should ensure the purchase of up to date teaching and adequate resources. The research also recommends Geography teachers to care for the available resources and also to be creative in improvising teaching and learning resources so as to maximize the effectiveness of teaching and learning of Geography.

- ✓ School Administrators should award the best performing student in Geography to keep Geography an interesting subject. Though more than 90% confirmed that teachers are doing well to motivate students to love Geography, the researcher Recommends awarding the best performing students in Geography so as to sustain student's motivation learning Geography.

#### **5.4 Suggestion for Further Research**

The study investigated factors influencing the teaching and learning of Geography in Public Secondary school students in Ngong Division, Kajiado County. The area of study is a small area, considering that Geography is taught in many Schools throughout the country. It would therefore be necessary carry out a replication of the same study in a broader area in Kenya so that the study can acceptably generalized. The researcher also identified some areas and gaps that need to be studied.

- Factors influencing student performance in Geography in Kenya Secondary Certificate (KCSE).
- The role of digital libraries and electronic Geography in teaching and learning Geography in Secondary Schools.
- The role of the school environment in determining student's selection of Geography in Secondary Schools.

- Factors contributing to the non-use of some teaching and learning methodologies in the teaching and learning of Geography in Secondary Schools.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRES FOR GEOGRAPHY STUDENTS

Marist International University College,

P. O. Box 24450-00502,

Nairobi, Kenya.

Dear respondent,

I am Golden Tati, an Educational student at Marist International University College (MIUC). I am conducting a study on factors influencing the teaching and learning of Geography among public secondary schools in Ngong Division, Kajiado County as a requirement for my completion of Bachelor's Degree. I therefore request you to fill in the responses to the questions in the questionnaires as you positively contribute to my academic pursuit. The information given here will be treated with confidentiality. You may not need to write your name on the paper. Your contribution is highly appreciated, Thank you in advance.

Yours sincerely,

Golden Tati.

#### Section A: Demographic information

This information requires you to provide personal and general information. Please answer by ticking (  ) in the space provided.

1. Gender: Female (  ) Male (  )
2. Age: 11- 13 years (  ) 14 – 17 years (  ) 18 – 20 years (  ) 21years above (  )
3. School type: Girls secondary school (  ) Boys secondary school (  ) Mixed secondary school (  )
4. Year of study: Form Two (  ) Form Three (  ) Form Four (  )

**Section B: Teaching and Learning Methodologies**

5. To what extent do your geography teacher use the following teaching strategies when teaching Geography? Tick (√) your best response for each of the teaching strategy.

Number	Teaching strategy	Always	Often	Rarely	Never
1.	Lecturing				
2.	Question and answer				
3.	Small group discussions				
4.	Field trips				
5.	Resource person				
6.	Observation				

**Section C: Learners’ perception towards Geography**

Read each of the statement provided in the table below carefully. Then indicate the extent to which you agree or disagree with each statement by (√) tick where appropriate.

Strongly agree: S A, Agree: A Undecided: U, Disagree: D, Strongly Disagree: S D

Number	Statements	SA	A	U	D	SD
1.	Learning Geography is interesting					
2.	Geography is the easiest subject to learn in secondary school					
3.	Geography helps to locate places of different geographical areas					
4.	I do not understand Geography because it is difficult.					
5.	Geography teachers motivate us to like Geography.					
6.	I like Geography because it offers many career opportunities					

**Section D: Influence of teaching and learning resources in Geography.**

Read each of the statement provided in the table below carefully. Then indicate the extent to which you agree or disagree with each statement by (√) tick where appropriate.

Strongly agree: **SA**, Agree: **A** Undecided: **U**, Disagree: **D**, Strongly Disagree: **SD**

Number	Statements	SA	A	U	D	SD
1.	My school has enough Maps for learning Geography					
2.	My school has concussive learning environment for effective learning					
3.	My school does not have a Geography Laboratory					
4.	My school has relevant teaching aids such as projector, posters, the globe and charts.					
5.	My school has a well-equipped library with up to date Geography materials					
6.	My school has electronic Geography resources such as telescope, computers					

What else do you think affects the teaching and learning of Geography?

i. ....

ii. ....

What do you think can be done to improve the learning of Geography in your school?

i. ....

ii. ....

## **APPENDIX II: QUESTIONNAIRES FOR GEOGRAPHY TEACHERS**

Marist International University College

P. O. Box 24450-00502

Nairobi Kenya

Dear respondent,

I am Golden Tati, an Educational student at Marist International University College (MIUC), a constituent College of the Catholic University of Eastern Africa (CUEA). I am conducting a study on factors influencing the teaching and learning of Geography among public secondary schools in Ngong Division, Kajiado County as a requirement for my completion of Bachelor's Degree. I therefore request you to fill in the responses to the questions in the questionnaires as you positively contribute to my academic pursuit. The information given here will be treated with confidentiality. You may not need to write your name on the paper. Your contribution is highly appreciated, Thank you in advance.

Yours sincerely,

Golden Tati.

### **Section A: Demographic information**

This information requires you to provide personal and general information. Please answer by ticking ( ) the space provided

1. Gender: Female ( ) Male ( )
2. Age 19 – 23 years ( ) 24 – 28 ( ) 29 years above ( )
3. School type: Girls secondary ( ) Boys secondary school ( ) Mixed secondary ( )
4. Which is your teaching experience: 1-4 ( ) 5-9 ( ) 10-15 ( ) 15 above ( )

**Section B: Teaching and Learning Methodologies**

5. To what extent do you use the following teaching strategies when teaching Geography? Tick (✓) your best response for each of the teaching strategy.

Number	Teaching strategy	Always	Often	Rarely	Never
1.	Lecturing				
2.	Question and answer				
3.	Small group discussions				
4.	Field trips				
5.	Resource person				
6.	Observation				

**Section C: Teachers' Perception towards Geography**

Read each of the statement provided in the table below carefully. Then indicate the extent to which you agree or disagree with each statement by (✓) tick where appropriate. Strongly agree: **SA**, Agree: **A** Undecided: **U**, Disagree: **D**, Strongly Disagree: **SD**

Number	Statements	SA	A	U	D	SD
1.	Teaching Geography is interesting					
2.	Geography is the easiest subject to teach in secondary school					
3.	Geography helps to locate places of different geographical areas					
4.	I do not like to teach Geography because it is complex.					
5.	I motivate my learners to like Geography.					
6.	I teach Geography for career opportunities					

**Section D: Influence of teaching and learning resources in the teaching and learning of Geography.**

Read each of the statement provided in the table below carefully. Then indicate the extent to which you agree or disagree with each statement by (✓) tick where appropriate. Strongly agree: **SA**, Agree: **A** Undecided: **U**, Disagree: **D**, Strongly Disagree: **SD**

Number	Statement	SA	A	U	D	SD
1.	The school has enough Maps for learning and teaching Geography					
2.	The school has conducive environment for effective teaching and learning					
3.	The school does not have a Geography Laboratory					
4.	The school has relevant teaching aids such as projector, posters, the globe and charts.					
5.	The school has a well-equipped library with up to date Geography materials					
6.	The school has electronic Geography resources such as telescope, computers					

What else do you think affects the teaching and learning of geography?

- i. ....
- ii. ....

What do you think can be done to improve the teaching and learning of geography?

- i. ....
- ii. ....

**APPENDIX III: LETTER OF AUTHORIZATION**



**MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)**  
CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA  
P. O. BOX 24450 KAREN, 00502 NAIROBI  
TEL: 254-02-2012787 / 2012797; FAX: 254-20-2389939

7<sup>TH</sup> JANUARY, 2021

TO WHOM IT MAY CONCERN

RE: GOLDEN TATI (B.Ed/481/17/18)

Assistance for Research Exercise.

The person named above is registered as a full time student at Marist International University College. We kindly request you to assist him to carry out a research exercise.

- The Research Topic To Be Carried Out Is: *factors influencing the teaching and learning of Geography in Public Secondary Schools of Ngong Division, Kajiado County.*

The research project being undertaken is done as a partial fulfillment of the requirements for the award of a Bachelor of Education in this Institution.

We would therefore be most grateful if you will kindly facilitate the exercise in whichever way possible and we thank you very much in advance for your cooperation.

Yours sincerely,



MR. MOSES AYIGA

REGISTRAR