

FACTORS CONTRIBUTING TO POOR PERFORMANCE OF GEOGRAPHY IN PUBLIC
SECONDARY SCHOOLS IN ENELERAI ZONE, NAROK SOUTH SUB- COUNTY, KENYA

BY

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DECLARATION

This research project is my original work and has not been submitted for the award of degree in any other University.

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This research project was conducted by the student under my supervision and has been submitted for examination with my approval as the University College Supervisor.

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DEDICATION

I dedicate this research proposal to my parents, Dr. Frederick and Dr. Mrs Esther Chelule.

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I would love to thank God for the gift of life, strength and power to be able to do this research project. He also provided me with all the required resources to see to the completion of this research project. I am forever thankful.

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LIST OF ABBREVIATIONS

CRE:	Christian Religious Education
GCSE:	General Certificate of Secondary Education
KCSE:	Kenya Certificate of Secondary Education
KICD:	Kenya Institute of Curriculum Development
KNEC:	Kenya National Examination Council
MIUC:	Marist International University College
MOEST:	Ministry of Education, Science and Technology
NECO:	National Examination Council
NESC:	National Economic and Social Council of Kenya
PGDE:	Post Graduate Diploma in Education
QGSAMR:	Questionnaire on Geography Students' Attitude towards Map Reading
SPSS:	Statistical Package for Social Sciences
TSC:	Teachers Service Commission

ABSTRACT

The purpose of this study was to investigate the factors contributing to the poor performance of Geography in public secondary schools in Enlerai zone, Narok South Sub-county, Kenya. The objectives of the study were to find out how the attitude of students towards Geography contributes to the poor performance of Geography, to ascertain how teaching methodologies employed by teachers contribute to the poor performance of Geography, to investigate how availability and adequacy of instructional resources contribute to the poor performance of Geography and to proffer possible solutions to improvement in students' performance in Geography in secondary schools in Enlerai zone. The study adopted quantitative paradigm and specifically made use of cross-sectional survey research. The study targeted 9 public secondary schools and 3 schools were selected using cluster sampling procedure. Simple random sampling was used to select 46 Form Three students and 6 teachers. Questionnaires were used to collect data which were analyzed using SPSS version 21. The data were presented using pie-charts, bar graphs and frequency tables. The study established that performance of Geography was as a result of interplay of factors such as the common use of lecture method in teaching Geography, unavailability and inadequacy of resources and negative attitude of the female students. The study recommends that the Ministry of Education revise the Geography syllabus because it has wide content, school administrators ensure instructional resources are adequate and readily available for both the students and teachers and teaching methodology should be diverse to improve the students performance in Geography.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Academic performance is a very important measure of learning attainment in education. It is through tests - both formative and summative that progress made by students in their studies can best be gauged. Success in education is increasingly being equated with good academic performance. Education being the cornerstone of the economic and social development improves the productive capacity of societies and their political economic and scientific institution. It helps to reduce poverty by mitigating its effect on population, health and nutrition. Education reform efforts in African countries have aimed at making education effective vehicle for national development (UNESCO, 2005).

The World Bank (as cited in Egunyomi, 2006) observed that education is development; it creates choices and opportunities for people, reduces the twin burden of poverty and diseases and gives a stronger voice to the society. For nations, it creates a dynamic workforce and well informed citizens able to compete and cooperate globally, opening doors to economic and social prosperity. Worldwide, education is viewed as a prominent factor that helps in shaping of the future of individuals. Such an important attachment to education can be established based on the investment that goes towards education in relation to other programs in most countries (Ombok, 2007). Many countries of the world have allocated huge sums of money in their national budgets to enhance attainment of education to the citizens. In Kenya, about 30% of the national budget goes to education (Ngang'a, 2010).

Performance is an important measure of learning attainment in education. Performance varies according to a variety of factors, such as appropriateness of the evaluation instrument and the motivation of the students to perform. Success in education is increasingly being equated

with good academic performance. Geography has continued to play significant role in the national development. It is taught in schools to give learners a sound knowledge of their immediate environment and develop in them the ability to comprehend and explain natural phenomena. Obondo, Too and Nabwire, (2013) opined that Geography is seen as a subject that develops learners' critical thinking ability and to comprehend spatial relationship among various features on the surface of the earth, most importantly in problem solving and further prediction of the environmental phenomenon. Geography also enables students to acquire technical skills that can help them in their future. They can acquire statistical skills, logical reasoning as well as the ability to imagine (imaginary skills).

Weeden (2011) undertook a study titled an investigation of changing patterns of entry for GCSE Geography: choice, diversity and competition. The study was carried out in England and Wales. The research adopted mixed methods paradigm and specifically non-experimental fixed design approach. Questionnaires and interview guides were used to gather both quantitative and qualitative data at the school and individual level. The study found that the teacher effect for any subject could be short lived as teachers moved on or the 'popularity' of subjects waxed and waned. Teachers were influential because their teaching could inspire or turn students off. Good teachers in another subject might reduce the numbers taking Geography. Students, on the other hand, made their decisions for many different reasons usually related to interest in the subject, enjoyment and perceiving that it would be useful in the future. The researcher recommended that there is need to redesign the curriculum by the policy makers which may influence the numbers of students choosing Geography. There is also need to have many expert Geography teachers who inspire students with their passion for the subject and demonstrate its relevance to everyday life, this can be done by employing various teaching

methodologies to create interest in the learners as good teaching was important in promoting Geography in individual schools.

Geography to the detriment of scientific and experiential approach had made the subject very unclear and boring that, of all the subjects in the school curriculum at secondary level in Nigeria, Geography seems to be the most difficult subject to teach. Some of the reasons for these as put forward are, nature of the subject and the way it is being taught. It is believed that Geography is taught in a way that discourages open questions, inquiry and active participation. The resultant effect of all the above is that the subject no longer attracts young scholars due to the dull, uninspiring and stereotyped approach being adopted (Sofowora & Agbedokun, 2010). It is also observed by the chief examiners' report of National Examination Council (NECO) that, the problem affecting achievement in Geography can be attributed to lack of qualified teachers to handle Geography, poor teaching delivery method of presenting the content of the curriculum to students (NECO, 2010).

The secondary school education system in Kenya has a duty to prepare students towards higher training and specialization in different career fields. The 8-4-4 curriculum exposes students to the study of various subjects. Each of these subjects is unique and important on its own way. Advancement in any given subject leads to a career field related to that subject they gain knowledge and develop interest and are highly poised to prefer career based in the subjects in secondary school. Geography is one of the subjects offered in Secondary Schools in Kenya and students' performance in Kenya Certificate of Secondary Education level is of paramount importance (KNEC, 2005 ; MoEST, 2005).

Gitonga (2014) states that the effectiveness of teaching Geography or any other discipline in the school can be measured by examining the methods of teaching applied by the

teacher and the performance of students in the school examination. It can be measured by the level of teachers' subject matter competence which Mullens (2003) and Yambo (2012) regarded as a prime predictor of students' learning. However, when a teacher teaches without adequate planning, he or she can do nothing better than recite notes to the learners while the learners become passive receivers. The students' performance in Geography at the end of the Kenyan secondary school in course has not been satisfactory for the last five years as seen in Table 1 (KNEC 2010-2014).

Table 1

Overall KCSE Performance in Humanities from year 2010-2014

Year		Geography	History & Government	Christian Religious Education (C.R.E)
2010	Mean Score	37.53%	45.82%	46.13%
	Candidature	111, 646	225, 526	240,220
2011	Mean Score	41.65%	41.83%	48.93%
	Candidature	121,152	267,537	289,529
2012	Mean Score	46.58%	40.94%	44.03%
	Candidature	116,687	293,117	331,816
2013	Mean Score	42.41%	44.72%	47.96%
	Candidature	110,351	309,186	331,046
2014	Mean Score	44.02%	53.83%	53.15%
	Candidature	122,157	334,524	363,132

Source: KNEC (2015)

It has been noted that students' Geography performance and the candidature in KCSE has been comparatively declining in relation to other humanities or elective subjects such as Christian Religious Education (CRE) and History and Government (KNEC, 2015). It is important to note that the performance in Geography in 2012 was higher than that of History and Government and C.R.E. Unfortunately the performance declined thereafter in the year 2013. It is also important to note that there is also the issue of low candidature in Geography as compared to the other humanities. This raises a question among stakeholders, teachers and students as to why performance in Geography remains low year after year when compared to other humanities. The reasons for this have been established by the findings of this study.

Improving the performance of Geography education is a great societal need in Kenya not only for industrialization of the country as contained in the vision 2030 but also for ensuring food security in the country through practices like land reclamation and irrigation farming (NESC, 2007; Krathwohl, 2008). The challenge thus has been how to make Geography more "alive", more "real" and more manageable by secondary school students. It was, therefore important to examine the factors that are contributing to this poor performance in secondary schools and suggest ways in which this performance can be improved.

1.2 Statement of the Problem

In Kenya and especially in Eneleraï zone, students' performance in Geography is poor and does not show any trend for improvement. For the last five years the subject has had a mean score of less than 5.0 (mean grade of C-) and below as seen in Table 2 (Eneleraï District Education Officer, 2011-2015). The poor performance as shown in the mean score for the subject causes a lot of concerns to the Ministry of Education, teachers and students of Geography in particular. From the researcher's personal experience, it has been observed that

the poor performance in the subject has also caused fear in some students resulting in some deciding to drop the subject in the second term of form two in favour of History and CRE. If the issues causing poor performance in Geography is not delineated and improved then the trends of poor performance in the subject will not end resulting to poor subject combinations among students who pass to gain admission at the university. The problem for this study was therefore to find out the factors contributing to the poor performance in Geography in the secondary schools in Eneleraï zone, Narok South Sub-county, Kenya.

Table 2

KCSE Performance in Geography in Eneleraï Zone, 2010-2015

Year	2011	2012	2013	2014	2015
Mean Score	3.22	4.01	3.89	3.33	4.40

1.3 Objectives of the Study

The overall objective of the study was to identify the factors that are contributing to poor performance of Geography in secondary schools in Eneleraï zone, Narok South Sub-county, Kenya. The specific objectives of the study were:

- i.) To find out how the attitude of students towards Geography contributes to the poor performance of Geography in secondary schools in Eneleraï zone.
- ii.) To ascertain how teaching methodologies employed by teachers contribute to the poor performance of Geography in Eneleraï zone.
- iii.) To investigate how the availability and adequacy of instructional resources contribute to the poor performance of Geography in Eneleraï zone.
- iv.) To proffer possible solutions to improvement in students' performance in Geography

in secondary schools in Eneleraï zone.

1.4 Scope and Delimitations of the Study

This study sought to investigate the factors contributing to poor performance of Geography in secondary schools students. The factors studied were students' attitude towards Geography, teaching methodology, the adequacy and availability of instructional resources as well as possible solutions to improve the performance of Geography. The research was confined to Eneleraï zone, Narok South Sub County, Kenya. This is because the performance of Geography has still been below average (below C+). Despite the 2015 improvement of 4.40, the mean score was still below average, (Eneleraï District Education Officer, 2011-2015).

This study was delimited to public secondary schools in the zone as they provide a comparative response as intended. The research focused on Form Three students as they have covered much of the syllabus content, they have already selected Geography as their optional subject, unlike Form One and Form Two students. Form Four students have covered the syllabus but they were not allowed to participate in the study as they were preparing for their National Examinations.

1.5 Significance of the Study

The study aimed to fill the knowledge gap on the factors that are contributing to the poor performance of Geography among secondary school students. This study will be useful to the stakeholders of education and more specifically: the Ministry of Education, Science and Technology and specifically its institutions KICD and TSC, school administrators, teachers, parents, students and researchers.

The findings of this study will be useful to the Ministry of Education as it will be able to

understand the factors that are contributing to the poor performance of Geography and they will be able to formulate policies that can be applied to bring about an improvement in the subject. The findings of this research will provide guidelines that can be applied by the school administrators as they will be able to realize the role they need to play to improve the performance of Geography in their schools. It will be useful to Geography teachers as they will be able to identify the factors contributing to the poor performance of Geography and how they can employ various teaching methodologies in teaching Geography to bring about a better performance.

The findings of this study will be useful to parents as they will be able to see that their role in their children's education is important and thus it will encourage them to be involved in their children's studies. The findings of this study will also be useful to the students as they will be able to know what is contributing to the poor performance of Geography and what they need to do to ensure better performance in Geography. The findings of this research will also provide not only data but also possible areas for researches especially in the context of poor performance in Geography. This research will decrease the limited information available on the poor performance of Geography in secondary schools in rural areas.

1.6 Conceptual Framework

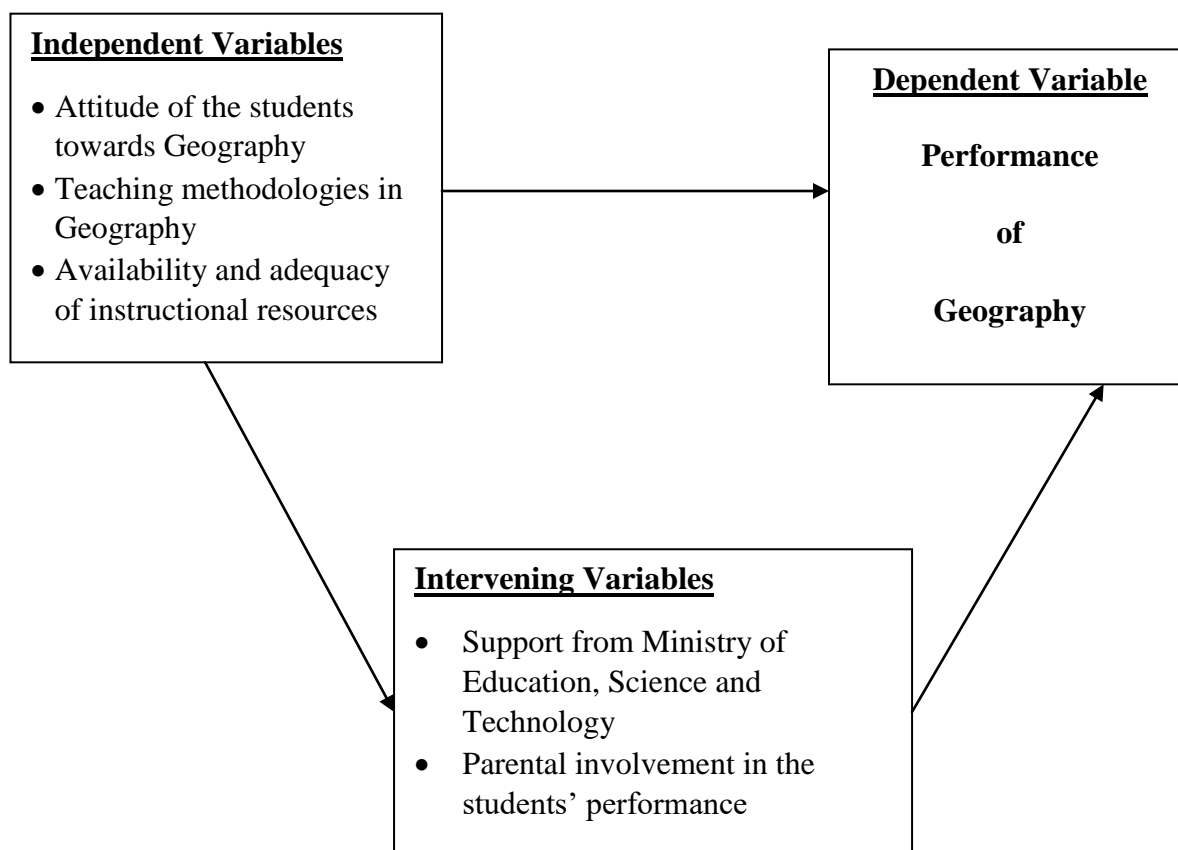


Figure 1: Variables Contributing to Poor Performance of Geography

The conceptual framework of this study was based on the idea that these independent variables can be improved to bring about a good performance of Geography. The dependent variable in this study was performance of Geography. The researcher sought to investigate the independent variables that are influencing performance of Geography to be poor, these variables include: attitude of students towards Geography, teaching methodologies employed as well as the use of instructional resources in the teaching and learning of Geography. For the performance of Geography to be improved, some variables need to be considered; these are the intervening variables, they include: support from the Ministry of Education, Science and Technology (MoEST), parental involvement in the students' performance and students need to

be able to have good mastery of the content taught, so as to prepare the learners well to perform better in the examinations.

1.7 Definition of Key Terms

For the purpose of this study, the operational terms used were:

Factors: this refers to the variables that are influencing the performance

Geography- this refers to the science or the study of the earth's physical features and human activities being carried on the earth's surface.

Performance- this refers to the grade scored on Geography examinations

Poor- this is whereby the performance being measured is below average.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the literature that is relevant to this study that is to find out the factors contributing to poor performance of Geography in secondary schools in Enelera zone, Narok South Sub-County. The chapter presents the discussion on; attitude of students towards Geography, teaching methodologies employed as well as the availability and adequacy of instructional resources and how these factors have contributed to the poor performance of Geography. The chapter also looks at some suggestions to improve the performance of Geography.

2.1 Attitude of Students towards Geography

Attitude can be described as settled behaviour or manner of acting, as representation of feeling or opinion. It refers to certain predisposition to act or react in a positive or negative way towards certain situations and ideas (Issa, Bashorun, M'bashir, & Adewusi, 2010). Okwilagwe (2002) points out that the development of the right attitude to academic matters is a basic learning outcome of intrinsic worth. Thus, attitude can be seen as a state of preparedness of an individual to respond in one way or another to a particular situation.

However, most of the objects and diagrams in Geography are too abstract for students to easily understand. A teacher's teaching methodology will either motivate or discourage students from enrolling in Geography as well affecting their performance. Self-set goals are believed to affect students' performance directly, because it is believed that it motivates individuals who possess the required ability into action. Also, self-set goals determine the choice of tasks and learning strategies a student makes to directly affect performance. Nonetheless successful

academic performance is a contingent upon effective studying and motivational strategies; otherwise self set goals would be fruitless and would not be realized.

The study of Geography involves a process of discovery and enables learners to acquire knowledge and develop attitudes of inquiry, critical thinking and decision making. Negative notion on the subject to both the teacher and the learner is disastrous to performance in examination. It is therefore necessary for teachers to relate their Geography instructions to the everyday experience of the learners, thus creating a positive attitude of the learners and a bulge that learners can cross in order to become successful in the mainstream of Geography classes.

In spite of the efforts put by teachers to effectively teach Geography in Nigerian secondary schools, students' performance in the subject is not satisfactory. Obondo, Too and Nabwire, (2013) in their study on enhancing learning of Geography: a focus on video use in Jos, Nigeria. The study used descriptive survey design. The data was collected by use of content analysis, interview schedules as well as questionnaires. The study revealed that poor performance in Geography is as a result of negative attitude of students towards the subject. They suggested that in order to improve students' performance in secondary school Geography examinations, the conventional approach of teaching should be complemented with technological innovations which would help students to develop positive attitude towards it.

Evelyn (2003) undertook a research on the factors influencing the performance of students in Geography in secondary schools in Ngong division. The researcher used a survey research design with questionnaires and school records as her instruments of data collection and found that negative attitude of the learners towards the subject was the highest contributor to poor performance. She also found that Geography as a subject had a few role models to emulate. The researcher recommended that more female teachers should be encouraged to take

up a Geography teaching combination because this influences the students decisions especially the female students who want to take up Geography as a subject but they have no inspiration from the teachers hence these could affect students' performance and attitude in the subject.

In her study on factors affecting academic performance in Geography in Lang'ata high school, Lufufu (2005) aimed at assessing the methodology, students' attitudes towards Geography and possible ways for future improvement in Geography. She used the survey design to investigate the attitude and opinions held towards Geography and its performance. The researcher used questionnaires, observation schedule, content analysis guide and interview guide to collect data. She found that some topics seemed to be abstract, wide and quite difficult to relate to real life situations. Both learners and teachers had difficulties in such topics. She also discovered that learners had mixed feelings towards Geography and as a result there were few students who had a positive attitude towards Geography performed well in the subject while most of the students had negative attitude towards the subject and as a result of the teacher's negative attitude and poor teaching methodologies thus contributing to the poor performance in the school.

While several studies such as Obondo et al (2013), Evelyn (2003) and Lufufu (2005) have enumerated on the how negative attitude contributes to poor performance in Geography. There exists very scanty literature on how attitude of students towards Geography contributes to poor performance in secondary schools in Enelera zone. Thus, this study sought to investigate if the attitude of students in Enelera zone is the factor contributing to the poor performance of Geography hence the need for the study.

2.2 Teaching Methodologies in Geography

Teaching methodology plays an important role to effective achievement of good results. The teaching method then will influence students' performance in Geography. Ogula and Onsongo (2009) define teaching as the process of imparting knowledge, skills, values and attitudes to the learner which is done using various teaching methods and teaching methodology as a way and means of organizing and facilitating learning experiences. Ongaki (2016) also describes teaching methodology as strategies that are particularly effective presenting declarative information in step by step through lectures, discussion, field work, demonstration, seminars, use of real and imaginary visits and project method. Explanation and the provision of these practices can be regarded as oral drills. As learners' learning needs vary it will be necessary for teachers to employ a range of teaching styles and methods in the classroom. It therefore calls for skilful teaching, detailed planning and preparation, and perceptive responses to the individual learner. This is because detailed knowledge of each learner's needs is essential if they are to be addressed successfully (Mullens, 2003).

The Kenya Institute of Education describes Geography as a dynamic subject that responds to constant environmental changes (KIE, 2008). The traditional methods include lecture, discussion, demonstration, project and field trip methods (Malusu & Wachira, 2008). The effectiveness of teaching in the school is being measured by examining the methods of teaching applied by the teacher and the performance of the students in the school examination. It can be measured by the level of teachers' subject matter competence which Mullens (2003) and Yambo (2012) regard as a prime predictor of students' learning. However, teachers fail to employ several methods of teaching and this makes teaching and learning of Geography to be less interesting to the learners, as they play a passive role in the teaching and learning process. This then results to poor performance of Geography.

A study by Ohiwerei and Nwosu (2009) on the role of teachers in influencing the students' attitude in Zambia, revealed that a teacher is the central point of learning in the classroom situation because it is the methods and styles of teaching that create motivation to students. Inappropriate methods and styles of delivery will drive students away from the subject destroying their interest. Interest in the subject on the other hand is a contributor to performance. The teacher's role in influencing the learner's attitude towards school and subjects is a factor that cannot be overlooked since he or she is directly influenced with the learner. The teacher can influence a positive or negative attitude development by the learner with their attitude to teaching, teaching methodology, their attitude to the learner and their attitude to the subject. This study built on Ohiwerei and Nwosu's research to ascertain how teaching methodologies employed by the teachers contribute to the poor performance of Geography in secondary schools in Enelera zone.

According to a study by Sofowora and Egbedokun (2010) on effect on teaching methods on academic performance of students in Jos, Nigeria, some of the methods used in teaching Geography identified are lecture method, demonstration and discussion methods which have been criticized to be inadequate because these methods reduce opportunities for students to develop their critical thinking. From the researchers' interaction with Geography teachers in Jos, it was revealed that the teachers make use of discussion, project, lecture and demonstration methods which are teacher-centered to teach the subject and administer tests that require students to respond by simple memorization of facts and ideas. These methods do not allow students opportunity to construct their own meaning out of instructional process. There are hardly any records of students' best work collected and kept to monitor students' progress in Geography contents except marks which students obtain from continuous assessment.

Ongaki (2016) also conducted a research on the causes of gender variations in the performance of Geography in co-educational secondary schools in Keroka Division, Kisii County. The objective was to find out the extent to which school related factors; such as teaching methodologies employed by the teachers, lead to gender variations in the performance of Geography in secondary schools. The target population consisted of three secondary schools and ninety respondents were randomly drawn from the population. The findings of the study were that majority of the teachers prefer Socratic method that is question and answer method as the main teaching, while others use problem solving method and others use experimental method of teaching.

Omoro and Wakhungu (2014) conducted a study on determining methods used in teaching Geography in secondary schools in Rongo County, Kenya. The study adopted the descriptive survey design and targeted students taking Geography in the county. The study sample consisted of 308 students and 11 Geography teachers drawn from 11 secondary schools in Rongo district. The researcher used questionnaire, observation and document content analysis as the main instruments for data collection. The results of the study indicated that the use of question and answer method by teachers is at 85.3% while students' preference for it is at 48%. The use of field work by teachers is at 56.2% while the students' preference for it is at 75%. The study recommended that teachers need to use the teaching methods which are preferred by students and are recommended by the syllabus.

Each teaching method in Geography is a distinct role in influencing the understanding of the student. Demonstration stimulates student thinking, small group discussion give learners' opportunity to express their opinions and role playing provide a nourishing learning environment. Discovery methods are known to keep students motivated aroused and enhance

retention. These methods are not utilized in every Geography lesson but rather, the teacher should choose the most appropriate method in line with the topic. Students of Geography who are exposed to good teaching method tend to have higher test scores, higher self esteem, improved social skills and greater comprehension of Geography as a subject (Gitau, 2008).

The use of Socratic method has been abused by many teachers who have not adequately prepared for the lesson and some are lazy and use this method to pass time. Commenting on the students' poor performance in Geography in KCSE 2008, it was noted that the questions requiring explanations were not explained properly as most of the students merely stated facts and were not conversant with the emerging trends in answering questions (MRKDEC, 2008). This fact reveals that Geography teachers mostly use factual questions during their teaching and this could lead to poor performance in Geography as the students are not well prepared to handle thought questions in the exams.

From the studies carried out in different regions and counties; Ohiwerei and Nwosu (2009), Pinars (2011), Omoro and Wakhungu (2014) and Ongaki (2016), the current study filled the gap by increasing the little information available on how of teaching methodologies employed by teachers of Geography contributes to the poor performance of Geography in secondary schools in Enelera zone, Narok south sub-county.

2.3 Availability and Adequacy of Instructional Resources

Instructional or learning resources have been defined as the materials used by both the teacher and the students in the classroom or outside the classroom to facilitate the learning process. These instructional resources are very key as they motivate learners, facilitate learning and make learners to be in reality with things and all aspects of phenomena (Milson & Ealer, 2008) and by using varied learning resources in teaching and learning Geography, it improves

the performance of the subject (Ondigi, 2002). The school infrastructure which includes: buildings, science and Geography laboratories, play grounds, and school compound plays an important role in facilitating academic and physical education in schools. However, the lack of adequate and a variety of these useful instructional resources in schools can negatively affect the performance. Ekuka (2013) supports this argument by stating these school infrastructure or physical facilities have a direct bearing on good performance in schools.

Mutheu (2014) carried out a research on the factors influencing pupils' performance in public primary schools in Mwala Division, Machakos County. The study was conducted in two public primary schools using a sample of 50 respondents comprising of both teachers and pupils from classes 6, 7 and 8. The objective of the study was to establish the adequacy of the teaching and learning resources. The findings of the study were that the public primary schools do not have adequate and up to date teaching and learning resources, including textbooks and well-stocked libraries. This has resulted to poor academic performance and lower quality of education, as pupils are not able to effectively participate in classes, do assignments or even read widely as required. This study therefore built on Mutheu's study as the inadequacy of the instructional resources in teaching and learning in primary level results in learners' poor attitude and performance. Consequently lowering the interest of students to choose Geography as well as contributing to poor performance in the onset of their Secondary education.

Kojweke (2013) conducted a research on the factors influencing the students KCSE Geography performance, in Migori County, Kenya. One of the objectives was to establish ways in which use of teaching and learning resources influence students' KCSE Geography performance. The study adopted a descriptive survey research design. The study was conducted in 40 public secondary schools using 24 Geography teachers, 12 Head teachers, 450 students.

The data was collected by use of questionnaires and interview schedules. The findings of the study were that there were inadequate learning resources and this has brought a drop in the performance of students who select Geography and this has also seen a decline in the number of students selecting Geography. The study recommends that schools should provide the best resources and teaching methodologies in influencing the students' and teachers attitude towards the subject hence a general improvement in performance of Geography. This study built on this as the researcher seeks to investigate how the availability and inadequacy of instructional resources contribute to poor performance in Enelera zone, Narok South sub-county, Kenya.

Aoko (2016) conducted a research on the factors influencing female students' performance In Geography in female secondary schools in Rongo Sub-County, Kenya. One of the objectives was to establish ways in which provision of teaching and learning resources influence female students' performance. The target population comprised of 62 students and 5 Geography teachers drawn from three selected secondary schools (A, B and C). Findings revealed that the instructional resources are available and the use of these instructional resources such as use of maps, globes and Geography textbooks in the teaching of Geography has seen an improvement in the performance of Geography in the area. This study therefore built on Aoko's research to find out if the availability and adequacy of instructional resources is a factor that contributes to poor performance of Geography in secondary schools in Enelera zone.

Several studies have been carried out both in primary and secondary schools in Kenya and have found out that there are inadequate teaching and learning or instructional materials, and this negatively affects the academic performance of Geography (Kiilu, 2013; Munene, 2012; Wambui, 2012). Thus, this study filled the gap by increasing the little information available on

how the availability and inadequacy of instructional resources contributes to the poor performance of Geography in secondary schools in Eneleraï zone, Narok south sub-county.

2.4 Improvement in Geography Performance

Falode, Usman, Ilobeneke, Mohammed, Godwin and Jimoh (2016) undertook a study on improving secondary school Geography students' positive attitude towards map reading through computer simulation instructional package in Bida, Niger State, Nigeria. The research adopted a quasi-experimental design. The experimental group (82 students) was exposed to computer simulation instructional package (CSIP) while their counterparts in the control group (78 students) was taught the same concept of map reading using lecture method. Attitude questionnaire named Questionnaire on Geography Students' Attitude towards Map Reading (QGSAMR) was used for data collection. The QGSAMR was administered to students as pre-test and post-test. The students' pretest and post-test attitude scores were analyzed using t-test statistics. Falode et al (2016) found that there was significant difference between the attitude scores of the two groups in favour of students exposed to computer simulation instructional package. The result however indicated that there was no significant difference between the attitude of male and female students exposed to the package. It was therefore recommended among others, that, computer simulation instructional package should be adopted in teaching and learning of Geography as the package would help to improve performance of Geography. Likewise, Kenyan secondary schools, especially the ones in Eneleraï zone could adopt the use of computer simulation as an instructional resource to teach Map reading as it has seen improvement in schools in Bida, Niger State, Nigeria.

Omoro and Wakhungu (2014) study also found that the use of varied teaching methodologies in teaching Geography in schools in Rongo district brought about an

improvement in performance of Geography. The use of these different teaching methodologies also created a positive attitude of the students towards Geography, as most of these teaching methodologies are learner-centered rather than the traditional methods which were teacher-centered. Therefore, the researcher built on this study in investigating how the use of various teaching methodologies can bring about an improvement in performance of Geography in secondary schools in Eneleraï zone, Narok South sub-county, Kenya.

2.5 Summary of Reviewed Literature and Analysis of Knowledge Gap

The review has highlighted the contribution of the various factors on the poor performance in Geography. Such factors include but not limited to; teaching methodology, adequacy and availability of instructional resources and students' attitude towards performance in Geography and improvement in Geography performance. The reviewed literature reveals the significance of teaching and learning resources in curriculum in curriculum implementation. Their availability and use has shown to have an effect on performance. It therefore attempts to show that there is need to assess resources availability and use in Kenya's secondary schools. The review is categorical on the need to assess the relationship between students' attitude towards Geography and performance in the subject.

Revealed also is the significance of teaching methodology in teaching Geography. It reveals that it requires a teacher to have knowledge and skills on how to teach, how to select and apply the correct formula for each classroom situation. This type of teaching, calls for reflective thinking (being thoughtful and inventive) about the content, methodology and resources to use. The revealed literature also shows that there is need to integrate ICT in teaching of Geography as well as using diverse teaching methodologies as this makes the learners to have more interest and positive attitude to Geography and this brings about an

improvement in the performance of Geography. As noted, the literature available has shown various opinions from different people on the role of the interactions of various factors on performance. However, it is important to note that most of these studies were geared towards specific subjects and other urban towns and they did not address the factors contributing to poor performance in Geography in rural areas and particularly in Eneleraï zone, Narok South Sub-County. Thus, the need to carry out this research. This research sought to decrease the limited information available on the poor performance of Geography in secondary schools in Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter provides a detailed description of research methodology. Methodology, according to Oso and Onen (2011) is a detailed procedure used to achieve the objectives of the study. It includes the research design, population of the study, description of sample size and sampling techniques, description of data collection instruments, data collection procedures and data analysis techniques as well as the ethical considerations.

3.1 Research Design

Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research design (Creswell, 2014). Others have called them strategies of inquiry (Denzin & Lincoln, 2011). This definition concurs with that of Leedy and Omrod (2010) who define research design as a set of plans which a researcher develops to provide criteria and specification for a study.

The study adopted a quantitative paradigm and specifically made use of cross-sectional survey research. This is because it provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population using questionnaires or structured interviews for data collection- with the intent of generalizing from a sample to a population (Fowler, 2009). In this regard, a cross-sectional survey study would help to collect data from students and teachers from the selected public secondary schools. The design was appropriate for this study as the researcher sought to obtain information from the respondents on the factors contributing to the poor performance of Geography in secondary schools in Enlerai zone, Narok South Sub-County, Kenya.

3.2 Population of the Study

Kombo and Tromp (2006) define target population as the entire group of persons or elements that have at least one thing in common. Population refers to the larger group from which the sample is taken from. The target population in this study therefore comprised of 12 public secondary schools in Eneleraï zone. The two main groups of participants targeted for the study were the teachers and Form Three students in those public secondary schools.

3.3 Description of Sample Size and Sampling Techniques

A sample refers to individual or group selected from a targeted population that will participate in the study (Mugenda & Mugenda, 2009). Reddy (2007) defines a sample as a set of respondents selected from a larger populace for a survey. He also adds that the sample should be picked in such a way that it is representative of the entire population to be studied, that is it should cover at least 10% of the whole population. For this study, the sample was drawn from form three Geography teachers as well as students. This is because the Form Three students as they have covered much of the syllabus content, they have already selected Geography as their optional subject and their teachers are directly involved with teaching Geography.

There are 12 public secondary schools in Eneleraï zone. This is 9 boarding schools and 3 day schools. Therefore, to sample the schools to be studied the researcher used cluster sampling. Cluster sampling involves random selection of intact group which ensures that each school category is represented to take part in the study (Kombo & Tromp, 2006). Three public secondary schools were randomly selected from the different cluster groups. The cluster groups included: boys boarding secondary schools, girls boarding secondary schools, co-educational boarding schools. The names of the schools were listed down on separate pieces of papers, put in different cluster containers, shaken and one school after another were drawn from each of the

containers.

Simple random technique was used to select teachers and students. Simple random sampling states that every member in the population has an equal chance of being selected thus ensuring that the population is well represented (Orodho, 2005). In these three secondary schools selected there were 115 Geography students in form three and 6 teachers of Geography handling form three students. Out of the 115 Geography students, 46 students (representing 40%) were randomly sampled for the study and all the 6 Geography teachers were selected for the study. This falls within the acceptable limits of research. Mugenda and Mugenda (2009) argue that, a sample between 30-40 percent of the total population is suitable for a small population. This ensured that the population was well represented. It is important to note that 18 Geography students were selected randomly from school A which had more Geography students than the other schools selected for the study.

Table 3

Sample Size of the Participants

	Students		Teachers	
	Sample	Percent	Sample	Percent
School A (Boys)	18	34.8	2	33.3
School B (Girls)	15	32.6	2	33.3
Co-educational	13	32.6	2	33.3
Total	46	100	6	100.0

3.4 Description of Data Collection Instruments

The researcher used questionnaire as the research instrument in order to gather data about the factors contributing to the poor performance of Geography in secondary schools in Eneleraï zone, Narok South Sub-county, Kenya.

3.4.1 Questionnaire

According to Orodho (2009) a questionnaire is an instrument used to gather data, which allows measurement for or against a particular viewpoint. It has the ability to collect a large amount of information in a reasonably quick space of time. Oso and Onen (2011) assert that the use of questionnaires is of great advantages because it helps the researcher to reach out to a large group of respondents in a relatively short time with lesser costs.

3.4.1.1 Questionnaire for the Teachers

The questionnaire for teachers was divided into 4 sections (A, B, C & D). Sections A: demographic factors such as gender, age, academic qualification, teaching experience, among others. Section B looked at the teaching methodologies employed in teaching Geography. Section C looked at the adequacy and availability of instructional resources in teaching Geography and how these factors contribute to poor performance of Geography. Section D looked at the challenges of poor performance of Geography as well as the suggestions to improve the performance of Geography

3.4.1.2 Questionnaire for the Students

It comprised of 4 sections (A, B, C & D). Section A comprised background information of the respondent which includes age, gender among others. Section B looked at the attitudes of the students towards Geography. Section C looked at the adequacy and use of instructional resources in the teaching and learning of Geography. Section D looked at the challenges of poor

performance of Geography as well as the suggestions to improve the performance of Geography. The questionnaires consisted of open-ended and closed-ended questions and a likert attitude scale.

3.5 Validity and Reliability of Instruments

Validity of a research instrument is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2003) or the extent to which results can be interpreted accurately. Validity of an instrument is improved through expert judgment (Orodho, 2005). As such, the researcher sought assistance of research experts, experienced graduates, lecturers and supervisor in order to help improve content validity of the research instrument.

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To enhance reliability of the instruments, a pilot study was conducted in a population similar to the target population, but it was not used in the final study. The reason behind pre-testing was to improve reliability of the instruments. The researcher assessed the clarity of the questionnaire items such that the items which are found to be inadequate or vague were discarded or modified to improve the quality of the research instrument thus to increase its reliability.

3.6 Data Collection Procedures

The researcher applied for a formal written permission from the Marist International University College (MIUC) administration in order to facilitate the data collection from the field. After obtaining the permission, the researcher contacted the principals of the selected schools for study in order to get authorization to conduct research in their schools. The administration of the questionnaires was done by the researcher herself with the help of

Geography teachers who facilitated the process of meeting respondents.

3.7 Data Analysis Techniques

Kombo and Tromp (2006) define data analysis as; “the examination of what has been collected in a survey or experiment and making deductions and inferences from the results” (p. 52). Based on the above definition, the researcher collected the data after which she used Statistical Package for Social Sciences (SPSS version 21) to analyze the data which was collected. The data was also represented using pie-charts, graphs and frequency tables.

3.8 Ethical Considerations

Moorhead, Sherr and Rogers (as cited in Telewah, 2015) state that a research is governed by rules and regulations which help to reduce conflicts and misunderstandings among researchers and respondents. The researcher assured the respondents that their responses would be anonymous and confidential and their identities would not be disclosed. They were also assured that all the information that was collected was for research purpose only. The participants were also made aware that they were free to withdraw consent and discontinue their participation in the research at any time. The researcher also arranged with the head teachers to confirm the dates for data collection and also sought to get the consent of the school administration to avoid the element of surprise to the school without prior clarity of the intention of the visit.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

The purpose of this study was to establish the factors that contribute to poor performance in Geography in public secondary schools in Enelera zone, Narok south sub-county, Kenya. This chapter begins with the analysis of the questionnaire return rate and then presents the analysis of the demographic information of respondents, the sub-topics which cover the objectives of the study, presentation, interpretation and discussion of study findings. The presentation is done based on the objectives which formed the sub-headings in the chapter.

4.1 Questionnaire Response Rate

Table 4

Questionnaire Response Rate

	Students		Teachers	
	Frequency	Percent	Frequency	Percent
Returned	45	98.0	6	100%
Not returned	1	2.0%	0	0.%
Total	46	100.0%	6	100.0%

Questionnaire return rate is the proportion of the sample that participated as intended in all research procedures. In this study, there were 46 students and 6 Geography teachers who were sampled, 45 students participated in the study (98%) and all the 6 Geography teachers participated in the study (100%). According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent, so from Mugenda (2003), the response was excellent.

4.2 Demographic Information

This section of analysis presents the demographic data of the teachers of Geography and students who were participants in the study. The participants were required to indicate their demographic information as asked in the questionnaires.

4.2.1 Gender of the Participants

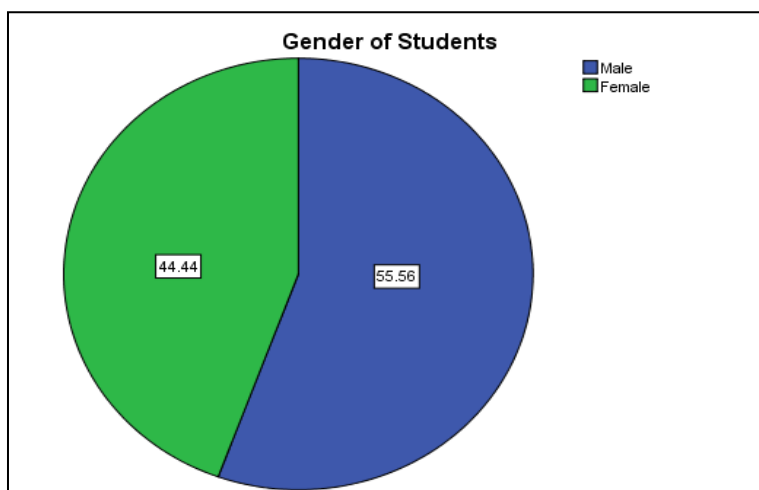


Figure 2 : Gender of Students

There were 45 students who participated in the study. From Figure 2, 25 (55.55%) of the students were male and 20 (44.44%) were female students. It is also important to note that in the coeducational school selected, there were more male students taking Geography than female students. This revealed that Geography was liked by more boys than girls. This agrees with Kimayu (2012) who in his research discovered that majority of male students enrol in science subjects. Majority of the students perceive Geography as a science subject.

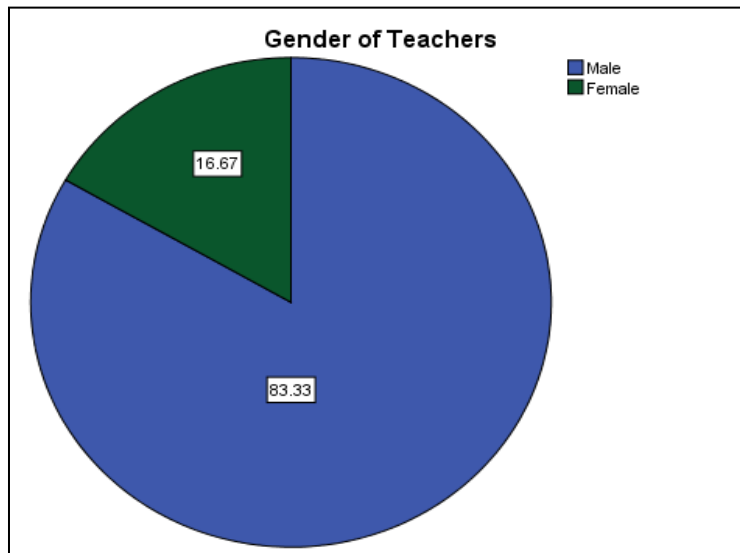


Figure 3 : Gender of Students

From the 3 schools selected for the study in Enelera zone, Narok south Sub-county, there were 6 Geography teachers who were sampled for the study. Out of the 6 Geography teachers, 5(83.33%) of the teachers were male while 1 (16.67%) of the teachers was female. This shows there is need to have more female teachers of Geography so as to bring about gender balance and increase in the number of female teachers motivates the female students to enrol in Geography.

Table 5

Age of Students

Age	Frequency	Percent
16	16	35.6
17	16	35.6
18	11	24.4
19	2	4.4
Total	45	100.0

From Table 5, the study found that 16 (35.6%) students were ages 16 years old and 16 (32.6%) students were 17 years old, 11 (24.4%) students were of age 18 while 2(4.4%) were 19 years of age. This means that the majority of the Form Three students were between age 16 and 17 years.

4.2.2 Guided in choosing Geography subject

Table 6

Guided in Choosing Geography for KCSE

Response	Frequency	Percent
Yes	21	46.7
No	24	53.3
Total	45	100.0

On career guidance, students were asked to indicate persons who guided them in choosing subjects in KCSE. From Table 6, 21 (46.7%) students reported that they were guided in choosing Geography subject for KCSE, while majority of the students 24 (53.3%) students reported that they were not guided. This means that majority of the students choose Geography subject for KCSE on their own without any guidance from other parties such as teachers, principal, relatives, friends among others. This finding disagrees with a study by Kojweke (2013) who reported that majority of the students who select Geography have to be guided. However, he points that the students who are guided in selecting Geography as a subject of choice have a positive attitude towards Geography and this is likely to improve their performance. Thus, there is need for the schools in Enelera zone to guide their students in selecting Geography.

4.2.3 Who guided you

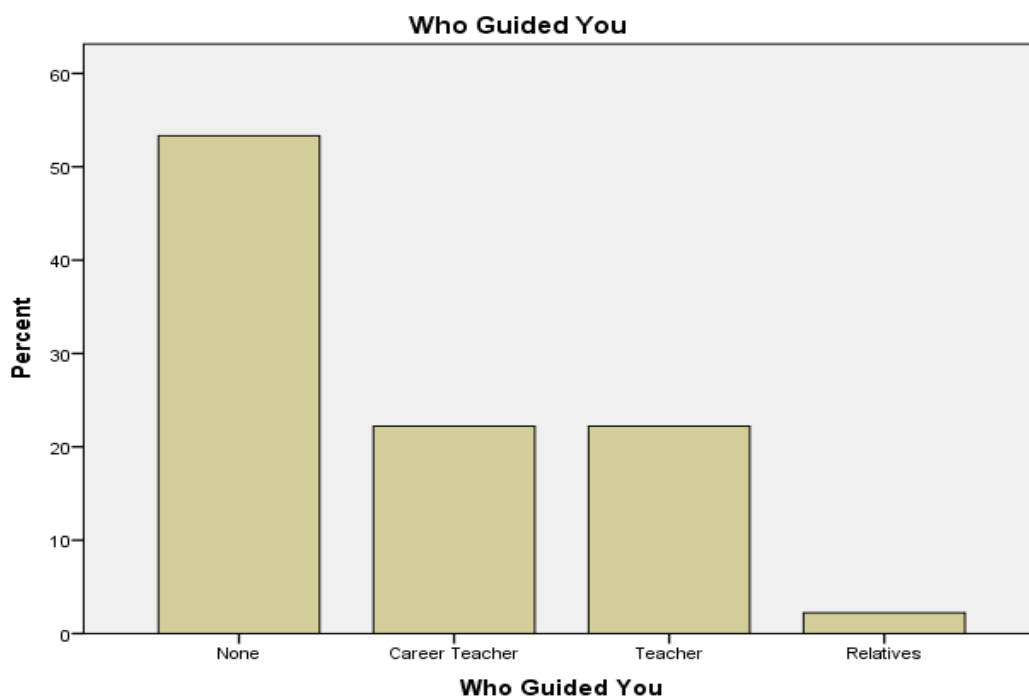


Figure 4 : Who guided you to Choose Geography subject

From figure 4, 24 (53.3%) students reported they were guided to choose Geography subject. From the 21 (46.7%) students who stated that they were guided to choose Geography, the researcher found that 10 (22.2%) of the students were guided by their career teachers. 10 (22.2%) students were guided by their teachers while 1 (2.2%) student was guided by their relatives. This shows that the career teachers as well as other teachers have a significant influence in guiding students to choose Geography for KCSE.

4.2.4 Years of Teaching Experience



Figure 5 : Years of Teaching Experience

From Figure 5, 1(16.7%) teacher had 1 year and below years of experience, 4(66.7%) of the participants had a teaching experience of 2-5 years while 1(16.7%) teacher had 10 years and above years of experience. A teacher's experience in the field of teaching has a bearing on student's performance. A fresh graduate from college without the necessary teaching experience will have problems in presenting information to students or handling content in class. Majority of the teachers in Enlerai zone have more than 2 years of teaching experience. This shows that the years of experience of most Geography teachers in Enlerai zone is above average. Due to this teaching experience, they could therefore be able to understand students' attitude towards Geography better than the teacher 'freshers'. This finding conforms to a study by Gitonga (2008) who states that experienced teachers are able to use relevant teaching methodologies in the subject and coupled with long term experience, they may positively influence students' KCSE performance. However, this experience without any refresher course to make them

improve their teaching skills may contribute to poor performance as most of these teachers are not using modern methods that could interest the learners.

Researchers indicate that although teacher experience does have a positive effect, there is uncertainty as to whether or not this result is linear. In regard to the various types of teacher preparation effect on student's results, Rivkin (2005) identified a significant positive effect of a teacher's first two to three years of experience on student test scores, which was followed by an equalizing effect in subsequent years. Similarly, Shants and Redeout (2003) acknowledged that although the connection between teacher experience and student success has been investigated, there is no consensus among researchers regarding the quantity of years that makes a teacher "experienced." Experience between 3 to 8 years appeared to be rationale for effectiveness.

4.2.5 Academic Qualification of Geography Teachers

Table 7

Academic Qualification of Teachers

Qualification	Frequency	Percent
Diploma	1	16.7
B.ED	5	83.3
Total	6	100

Teachers were also asked to indicate their academic qualification so as to find out to what extent teachers' qualification influenced students' performance in Geography. As seen in the Table 7, 5 (83.3%) of the Geography teachers in Eneleraï zone hold Bachelors of Education Degree while 1 (16.7%) teacher holds a Diploma in Education. This revealed that the Geography teachers in Eneleraï zone have the minimum requirement to teach Geography. They

are therefore academically and professionally qualified to teach Geography in their schools.

4.2.6 Qualified enough for effective teaching of Geography

Table 8

Qualified Enough for Teaching of Geography

Response	Frequency	Percent
Yes	4	66.7
No	2	33.3
Total	6	100.0

As seen in Table 8, the study found that 4 (66.7%) teachers reported that they considered themselves highly qualified enough for effective teaching of Geography while 2 (33.3%) of the teachers stated that they would require more training on some areas in Geography so that they become highly qualified to teach Geography. Some of these areas included: Map reading, Photograph interpretation as well as Oceans and Coastal Features.

4.3 Students' Attitude towards Geography

Objective one of the study sought to find out how the attitude of students towards Geography contributes to the poor performance of Geography in secondary schools in Eneleraï zone. The students were presented with eight items that measured on four point Linkert scale. The range was strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) and results were tabulated in Table 9.

Table 9

Students' Attitude towards Geography

Statement	SA	A	D	SD
I enjoy Geography classes and reading Geography books	27 (60.0%)	16 (35.6%)	2 (4.4%)	0 (0.0%)
Geography should be made a compulsory subject	11 (24.4%)	11 (24.4%)	13 (28.9%)	10 (22.2%)
Geography is only useful in boosting my mean score	7 (15.6%)	8 (17.6%)	17 (37.8%)	13 (28.9%)
Given a choice, I would drop Geography	2 (4.4%)	3 (6.7%)	14 (31.1%)	26 (57.8%)
The content in Geography syllabus is too much	16 (35.6%)	10 (22.2%)	14 (31.1%)	5(11.1%)
Geography is an easy subject compared to other humanities	9 (20%)	8 (17.8%)	20 (44.4%)	8 (17.8%)
I don't understand why we study Geography at school	0 (0.0%)	0 (0.0%)	20 (44.4%)	25 (55.6%)
I would want to pursue a Geography related course at university	24 (53.3%)	11 (24.4%)	7 (15.6%)	3 (6.7%)

Many of the students 27 (60%) reported that enjoy Geography classes and reading Geography books, 17 (37.8%) students disagreed that Geography is only useful in boosting mean scores. Despite 16 (35.6%) students strongly agreeing that the content in Geography syllabus is too much, 26 (57.8%) students strongly disagreed that given a choice, they would drop Geography. However, it is important to note that 13 (28.9%) students disagreed that Geography should be made a compulsory subject. Most of the students 25 (55.6%) students as well as 20 (44.4%) students strongly disagreed and disagreed respectively, that they don't

understand why they Geography at school. Most of the students 24 (55.3%) strongly agreed that they would want to pursue a Geography related course at university. These responses are recipe for positive attitude towards Geography as a subject. Asked to compare Geography with other humanities (History and government, CRE), 20 (44.4%) students disagreed that Geography is easy compared to other humanities. It can therefore be concluded that majority of the students had positive attitude towards Geography and that poor performance of Geography is not contributed by the attitude of the students but rather other factors. Teachers were also asked to rate their student' attitude towards Geography and the findings were summarized on Table 10.

Table 10

Teachers rating on Students' Attitude towards Geography

Rating	Frequency	Percent
Very Positive	1	16.7
Positive	2	33.3
Negative	3	50.0
Total	6	100.0

Majority of the teachers, 3 (50%) teachers reported that the student's attitude towards Geography was negative, 2 (33.3%) teachers rated the students' attitude as positive and 1 (16.7%) teacher rated the students' attitude as very positive. It was observed that the teachers of the female students that from both in the girls only and co-educational schools stated that their students' attitude was negative. Therefore, one can be conclude, that the students' attitude towards Geography as rated by the teachers is positive for the male students and negative for the female students. This finding agrees with Ongaki (2016) who found that girls perform poorer

than boys and the enrolment of female students is lower than that of boys. This is due to the poor attitude that the female students have towards Geography.

4.3 Influence of Teaching Methodology on Performance

The researcher sought to ascertain how teaching methodologies employed by teachers contribute to the poor performance of Geography in secondary schools in Eneleraï zone. The teachers were asked the teaching method they employ in teaching Geography in class and they were presented with four items that measured on four point Likert scale. The range was Quite Often (QFT), Often (OFT), Less Often (L OFT), Never (NEV) and results were tabulated in table 11.

Table 11

Teaching Methods Employed by Teachers as rated by Teachers

Method	Q OFT	OFT	L OFT	NEV
Lecture Method	1 (16.7%)	5 (83.3%)	0 (0.0%)	0 (0.0%)
Small Group Discussion	2 (33.3%)	4 (66.7%)	0 (0.0%)	0 (0.0%)
Question and Answer	3 (50%)	3 (50%)	0 (0.0%)	0 (0.0%)
Demonstration	1 (16.7%)	2 (33.3%)	3 (50%)	0 (0.0%)

According to the study findings, most teachers employ lecture method and small group discussion as well as Question and Answer method in teaching Geography class. From Table 11, 1 (16.7%) teacher quite often uses lecture method and often 5 (83.3%) teachers use it. 4 (66.7%) teachers often use small group discussion while 2 (33.3%) teachers use it quite often when teaching Geography. 3 (50%) teachers use question and answer method quite often and often 3 (50%) teachers use it. The least used methods is demonstration with 3 (50%) teachers

reporting that the use these methods less often. The lack of resources such as textbooks and other resources may be the reason of quite often using lecture method and small group discussion method in Geography class which leads to poor performance of the subject. Lecture method makes the teacher play the active role in the lesson while the learners play a passive role. On the other hand, Small group discussion makes the teacher to move at a slower rate and this hinders them to cover the Geography syllabus on time. The students were also asked about the common method used by their Geography teachers. The findings of this study are contrary with Omoro and Wakhungu (2014) who found that question and answer is the most commonly used method than lecture method. However, the use of this method also contributes to poor performance of Geography as students are unable to handle thought questions in their exams as they are used to factual questions only.

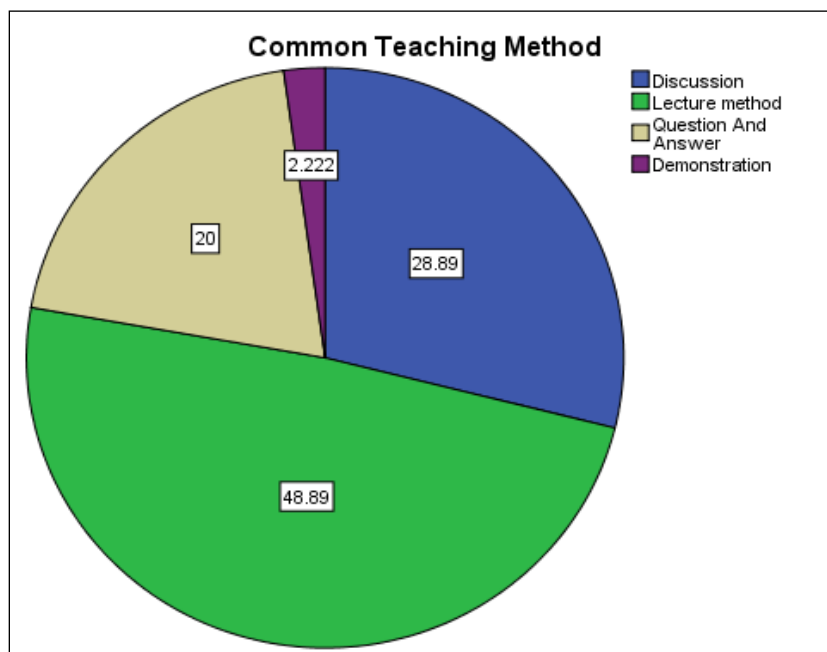


Figure 6 : Common Methods of Teaching used as rated by the students

As shown in Figure 6, 22 (48.9%) of the students reported that Lecture method was the most common method of teaching used, 13 (28.9%) students stated that discussion method was

commonly used, 9 (20%) students reported that question and answer was the most common method of teaching used by their Geography teachers was lecture method while 1 (2.2%) student stated that demonstration was the least commonly used. The majority of the participants said that lecture method was most used hence it was most influential in their poor performance. These findings agree with Evelyn (2003) who stated that lecture method is commonly used especially when teachers want to finish the Geography syllabus at a fast pace. It is most influential in the poor performance of Geography as the method limits the students' participation in the lesson and does not develop the power of reasoning.

The students preferred discussion teaching methodology because it provided room for the students to express key points in their own words and they are able to relate the subject to their personal experiences. However, this method has demerits in that students are not well prepared to answer examination questions. The teacher is also forced to proceed at a slower pace and they are unable to cover the Geography syllabus on time hence contributing to the poor performance in Geography in Enelera zone.

The Geography teachers all disagreed (100%) that the time allocated for Geography is adequate to cover the Geography syllabus comprehensively. They were asked to suggest solutions on how they could solve this problem. Some of the suggestions given were: allocating more lessons for Geography as it has wider content as compared to other humanities. Other teachers suggested that the Geography syllabus need to be revised to have a less content as it is too wide to be covered within the four years. Others suggested creating more time during weekends to enable the teachers to cover the syllabus on time. Another teacher suggested that more teachers could be employed to assist him, as he is the only Geography teacher in the whole school and he is overworked.

On the factors the teachers considered to be major factors that influence the teaching of Geography in their schools, some of the teachers reported that students' attitude played a major role as Geography is an optional subject. Also, most of the students consider Geography as a difficult subject as compared to other humanities. Another teacher stated that lack of teaching and learning resources also influenced the teaching of Geography in school. Another teacher stated that their school only has one type of Geography textbook and this lack of diversity negatively influences the teaching of Geography in the school.

4.4 Adequacy and Availability of Instructional Resources on Performance

One of the objectives of this study was to investigate how the availability and adequacy of instructional resources contribute to the poor performance of Geography in Enelera zone. The students were asked if they shared the Geography textbooks.

Table 12

Sharing Geography Textbook

Response	Frequency	Percent
Yes	27	60.0
No	18	40.0
Total	45	100.0

From Table 12, the researcher found that 27 (60%) students shared textbooks while 18 (40%) students did not share textbooks amongst themselves. The students were asked how many students share one textbook.

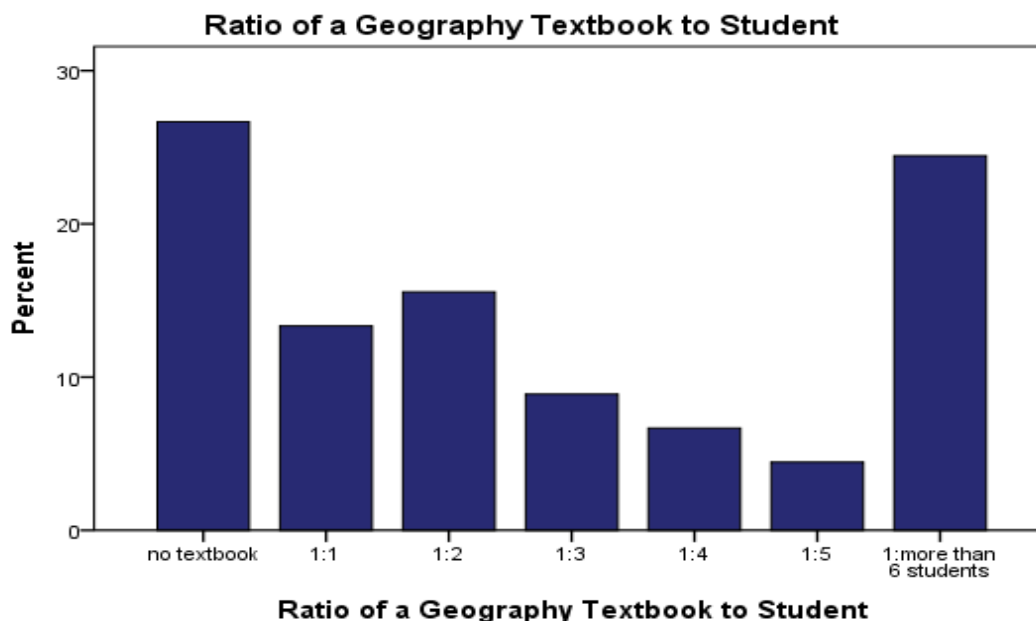


Figure 7 : Ratio of a Geography Textbook to Student

As shown in Figure 7, 12 (26.7%) students reported that they did not have any textbook to share, 6 (13.3%) students reported that each student had one textbook, 7 (15.6%) students also stated that a textbook was shared among two students. 4 (8.9%) students stated that a textbook is shared among 3 students, 3 (6.7%) students stated that a textbook is shared among 4 students while 2 (4.4%) students reported that one textbook is shared with 5 students in a class and 11 (24.4%) students stated that one textbook was shared with more than 6 students. Majority of the students reported that a textbook is shared with more than 3 students, which is one of the reasons why the performance of Geography was poor in Eneleraï zone.

Table 13

Are the Textbooks adequate to assist your study?

Response	Frequency	Percent
Yes	14	31.1
No	18	40.0
Do not know	2	4.4
Not available	11	24.4
Total	45	100.0

From Table 13, the students were asked if the books they shared were adequate to assist them study for the Geography effectively. 14 (31.1%) students stated that the available textbooks were adequate in assisting them study for Geography while 18 (40%) stated that the textbooks were not adequate and 11 (24.4%) students stated that the textbooks were not available for use. However 2 (4.4%) students did not know if the textbooks were adequate. Therefore, majority of the students reported that the textbooks were not adequate in assisting them to study for Geography thus it contributed to their poor performance in the subject.

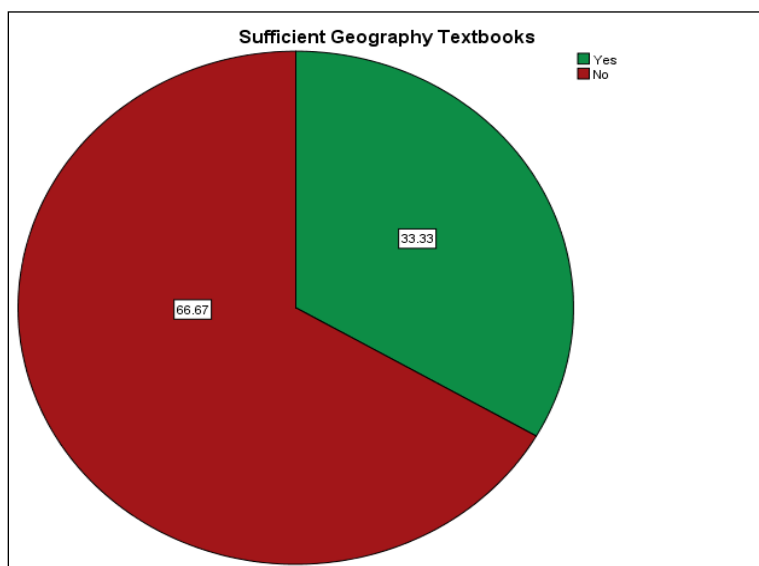


Figure 8: Are Geography Textbooks Sufficient

The teachers were asked if they have sufficient textbooks for Geography in their schools. As seen in Figure 8, 2 (33.3%) teachers stated that they had sufficient Geography textbooks in their schools, while 4 (66.7%) teachers reported that the textbooks were not sufficient. The reasons they gave were: lack of finances in the school to purchase Geography textbooks. It is important to note that the reason given by the teachers from the boys' school is that there is an increase in the number of form three students taking Geography this year, and the available textbooks are not sufficient. The responses of teachers from those schools agreed with those of their students that there were inadequate text books because of lack of finances or support from the government. This is in agreement with Pajares, (2002) who notes that school facilities account for difference in achievement. He further argues that lack of these facilities is be a major contributor to the poor performance in secondary schools in western province. According to Pajares, (2002) availability of text books has a positive relationship to achievement in both primary and secondary schools. Apart from Geography textbooks, the students were asked if they have other relevant instructional resources such as maps.

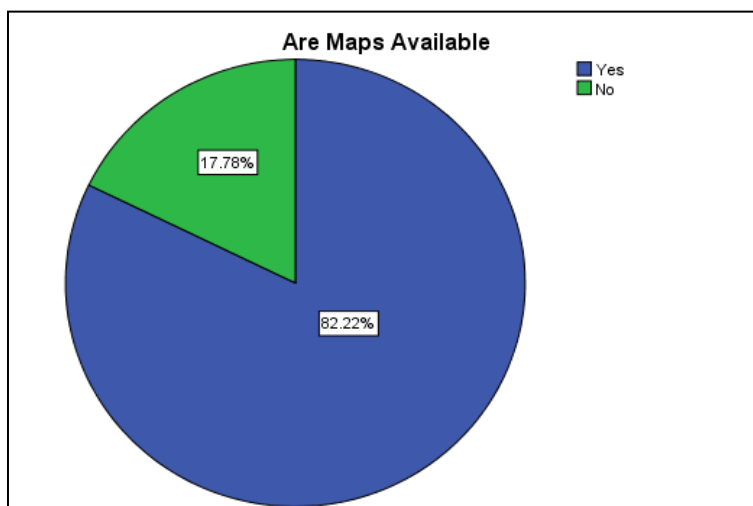


Figure 9 : Are Maps Available

As seen in Figure 9, 37 (82.2%) students reported that maps were available to be used for studying Geography. However, they were not adequate for every student. 8 (17.8%) of the students stated they did not have any maps to be used for studying. Majority of the students stated that maps are available; however there is still poor performance in Geography as most of their teachers do not teach the students how to interpret Maps well. Thus, this contributes to the poor performance in Geography as map work is a critical area in Geography as is usually examined in most of the Geography examinations.

Table 14

Attended Geography Field Tour

Response	Frequency	Percent
Yes	5	11.1
No	40	88.9
Total	45	100.0

The students were asked if they attended any field tour. The findings in Table 14 show that only 5 (11.1%) students reported that they had gone for a Geography field tour while 40

(88.9%) of the students had never gone for any field trip. In addition the number of field trips attended by the students, the 5 (11.1%) students stated that had attended only one field trip. This implies that many students were not exposed to fieldwork which enables students to have practical part of the subject. These findings agree with Gitonga (2014) who found that many students were not exposed to field work and this is the reason why most students perform poorly in Geography.

Table 15

Extent to which Inadequacy of resources affects Performance

Extent	Frequency	Percent
Missing	9	20.0
To a large extent	32	71.1
To a small extent	4	8.9
Total	45	100.0

The students were also asked the extent to which they think inadequacy of resources affected their performance in Geography. As shown in table 15, the researcher found that 32 (71.1%) students stated that inadequacy of resources affects their performance in Geography to a large extent, 4 (8.9%) reported that inadequacy of resources affects their performance to a small extent. However, 9 (20.0%) of students did not answer the question.

Majority of the students, 32 (71.1%) stated that inadequacy of resources affected their performance to a large extent and they gave the following reasons that the lack of resources made the lesson to be boring, they also stated that sometimes the content taught was just

theoretical and the teacher took a lot of time to explain some concepts. The students also stated that the resources were inadequate for the students to use during their revision. Some of the resources they stated were lack of Geography textbooks, maps and teaching aids among others. This is one of the reasons students in Enelera zone perform poorly in Geography. On the other hand, 4 (8.9%) students stated that inadequacy of resources affected the students' performance to a small extent, and the reason they gave was that their Geography teacher was knowledgeable and he made the class interesting. Teachers were asked to rate adequacy of resources available in their schools for teaching Geography. They responded as in Table 16.

Table 16

Instructional Resources Available for Teaching Geography

Resource	VA	A	I	VI	NA
Geography Textbooks	0 (0%)	2(33%)	1 (17%)	1 (17%)	2 (33%)
Field Work, Trips and Equipment	0 (0%)	0 (0%)	1(17%)	1 (17%)	4 (66%)
Cartographic instruments (maps)	2 (33%)	3 (50%)	1 (17%)	0 (0%)	0 (0%)
Audio-visual aids	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (100%)
Geography laboratory	0 (0%)	0 (0%)	0 (0%)	1 (17%)	5 (83%)
Library	0 (0%)	2(33%)	3 (50%)	1 (17%)	0 (0%)

From table 16, 2 (33%) teachers reported that only resource that was very adequate is cartographic instruments (maps). The following resources were adequate; Geography textbooks

2 (33%), cartographic instruments, 3(50%), library 2(33%). The following resources were inadequate; Geography text books 1 (17%), field work, trip and equipment 1 (17%), cartographic instruments (maps) 1 (17%) and library 3 (50%). Some of the schools had resources that were very inadequate in Geography text books 1 (17%) and 1(17%) very inadequate field work, trips and equipment, very inadequate Geography laboratory 1(17%) and 1(17%) very inadequate library. Resources of teaching Geography that were not available most schools include audio visual aids 6(100%), Geography laboratory 5(83%), field work, trip and equipment 4 (66%) and Geography textbooks 2 (33%). This is due to inadequate financial resources to support these facilities of learning. This unavailability and inadequacy of the instructional resources contributes to the poor performance of Geography in schools in Enelera zone. This findings conforms to Evelyn (2003) who reported that inadequacy of resources directly affects the performance of Geography negatively as the students and teachers lack the resources to use to study Geography.

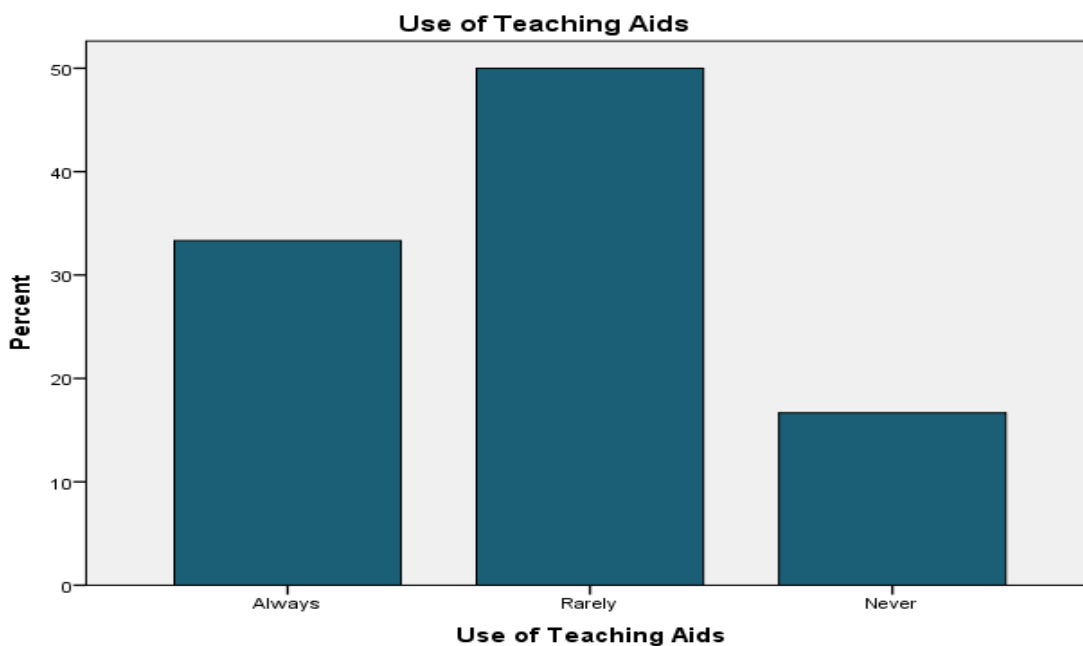


Figure 10: Use of Teaching Aids

The teachers were asked how often they use teaching aids in teaching of Geography in their schools. From figure 10, 2 (33.3%) teachers stated that they always use teaching aids while 3 (50%) teachers reported that they rarely use teaching aids and 1 (16.7%) teacher stated that they never use teaching aids in teaching. Majority of the teachers stated that they rarely or never use teaching aids while teaching Geography, some of the reasons they gave were: it takes too much time preparing teaching aids while others stated their school lacks finances to purchase the charts to be used. This lack of teaching aids brings boredom in the Geography lessons and this makes the students to lose interest in Geography, this is one of the factors that contribute to the poor performance in Enclerai zone.

The researcher sought to find the number of Geography teachers in the sampled schools. 1 (16.7%) stated that they had one teacher of Geography while 4 (66.7%) stated that they had two Geography teachers in their school and 1(16.7%) teacher did not respond the question.

Table 17

Are Teachers Adequate to Teach Geography?

Response	Frequency	Percent
Yes	1	16.7
No	5	83.3
Total	6	100.0

The teachers were asked if the number of teachers they had was adequate, as shown in Table 17 ,1 (16.7%) teacher stated that it was adequate while 5 (83.3%) teachers reported that the number of teachers were not adequate for teaching Geography. The 5 (83.3%) teachers reported they would need more Geography teachers in their school. When they were asked how many they would require, 4 (66.4%) stated that they required one more Geography teacher

while 1 (16.6%) of the 5 teachers stated they needed two more Geography teachers. This shows that the teacher-student ratio is large and this is a factor that contributes to poor performance in Eneleraï zone. These findings conform to a study by Ng'ethe (2004) who stated that for students to perform well in any examination their teachers must know their students. Therefore, teachers must have a manageable number of students. If the teachers-student ratio is high, it therefore means that the teacher-student concentration is reduced and this affects the performance negatively.

On the resources that the school needs to support teaching and learning of Geography, the teachers reported that the resources they needed included: diverse Geography textbooks, organizing field trips for the students, school bus to use for fieldtrips, teaching aids such as charts, globe, wall maps, revision textbooks with KCSE past papers, more diverse and up to date cartographic instruments such as topographical maps, atlas maps and computer/ Geography laboratory.

All the students ,45 (100 %) reported that their schools should have resources such as maps, atlases, revision textbooks and field trips in order to help them perform well in Geography. Other needed resources that the students suggested that should be added were a use of ICT in the teaching and learning of Geography, Geography laboratory, up to date library and KCSE Geography examination past papers. The researcher related these finding to enrolment in Geography and found out that the co-educational secondary school in Eneleraï zone had adequate textbooks and maps for teaching and learning for Geography registered a higher enrolment and better performance in the Geography subject compared to the other schools without these resources. Songole (2005) advises that schools should procure high quality resources such as textbooks and reading materials that would engage children interest and arouse their curiosity to read. Equally, Mwangi(2002) agreed with the findings of this study that

teaching and learning resources are very important elements in the teaching and learning situation and will therefore determine enrolment in a subject.

4.5 Challenges of Poor Performance and Suggestions to improve the performance of Geography

4.6.1 Challenges of Poor Performance

The researcher sought to find out how poor performance affected the teachers as well as the students. The teachers were asked how the poor performance of Geography affects them. The main way they stated was that it reduces the chance of being promoted to higher grades. Some of the other ways they reported were: it lowers their morale of teaching Geography and this makes them feel less motivated as the students fear choosing Geography in the consequent years, the chances of losing employment increases as the administration loses the faith in them and they may seek for other teachers with the aim to improve the performance of Geography.

Other challenges that the Geography teachers reported that they faced included: financial constraints and it hinders the acquisition of resources as well as the number of field trips the students are allowed to go for, pressure from the administration to cover the syllabus on time despite the fact that the Geography syllabus is too wide unlike the other humanities. Some of the teachers stated that they are being overworked as they are the only Geography teacher in their school.

Other factors that influence students' performance according to the teachers are external factors. They include parental influence, most of the parents in the Enelera zone dropped out of the school and they don't give attention to their children's education. This has seen many female students drop out of secondary schools to get married. Many parents do not buy required learning materials such as textbooks to their children while some refuse to pay for school trips

for their children and they see education to be expensive and they would rather have their children stay at home to help out in being labourers in the neighbouring farms. The lack of parental involvement in the student's education contributes to the poor performance in Geography in Enelerai zone, Narok South Sub-county.

When the students were asked how poor performance affects them as a student now, some students stated that poor performance in Geography lowers their mean grade and this can lead to poor performance in their KCSE, some of the students stated that that it also de-motivates them to study Geography now and any Geography related course in the university in the future. Some students also reported that poor performance in Geography would discourage and hinder some of the students to pursue careers which requires one to excel in Geography, careers such as becoming a Geography teacher, Surveying, Piloting among others.

4.6.2 Reasons for Poor Performance in Geography

Table 18: *Students' Reasons for Poor Performance in Geography*

Response	Frequency	Percent
School-based factors	10	22.2
Teacher-based factors	17	37.8
Student-based factors	13	28.9
Community-based factors	2	4.4
Missing	3	6.7
Total	45	100.0

From Table 18, 10 (22.2%) students reported that poor performance is as a result of school-based factors such as lack of resources such as revision books, textbooks, maps and field

trips. Other students also stated that the Geography syllabus is too wide and they do not cover it on time and it results to poor performance in their examinations especially when they sit for external county level examinations as they are not prepared for the examinations. Some students stated that their school has never organized any Geography field trip and this is one of the reasons why they perform poorly as are not able to acquire practical skills.

Majority of the students 17 (37.8%) reported that the reasons why students perform poorly in Geography are teacher-related factors. They include: poor teaching skills employed by the teachers in teaching Geography, some students missing Geography lessons because they dislike their Geography teacher, others reported that their teacher does not check their notes as well as the assignments and this lack of seriousness from the teacher, discourages the students from taking the subject seriously and this result to poor performance of Geography. Some students also stated that they only have one Geography teacher teaching Geography in the whole school and this affects the implementation of the Geography syllabus as the teacher gives more attention to the Form Four candidates and hence this contributes to poor performance in the other levels that is the Form One to Three students.

13 (28.9%) students stated that poor performance in Geography is contributed by student-based factors. Some of these factors include: having a negative attitude towards Geography and this is a result of some topics in Geography which they consider difficult like Climate, Map Work, Mining and Rocks. Others reported that it may be as a result of laziness of the students. Some of students also stated that Geography involves Mathematical calculations which are sometimes difficult to understand.

2 (4.4%) students stated that poor performance is as a result of community related factors. Such as: lack of parental involvement in the children's life, non-conducive

environment for learning at home, negative pressure to drop out of school as most of the people in the community dropped out of school. 3 (6.7%) students did not respond to the questions. Therefore, these are the reasons given by students in secondary schools in Eneleraï zone as to why students perform poorly in Geography.

4.6.3 Suggestions to improve the Performance of Geography

The teachers were asked to suggest strategies or ways that could be employed to improve performance in Geography. They stated that the national exam should test all the topics in Geography syllabus as the subject is too wide and only a small part of the syllabus is tested. They suggested that some topics should be scrapped and that Geography teachers should be friendly to the students for them to enjoy learning as fun of nature. They also said that some topics should be placed in university level as they were very complex for students to comprehend. The schools should provide with more Geography laboratories, more resources and employ more Geography teachers as well as organizing fieldtrips. They also said that the teachers should have in-service training so as to equip them with up to date teaching methodologies and resources. The teachers also suggested that they should give CATs at the end of a topic to help to evaluate the students and review areas that were not well understood. Another teacher also suggested that they could have opportunities where they can benchmark with schools which are performing well in Geography so that they can be able to adopt these practices in their own schools.

The students were asked to suggest some of the ways that could be employed to improve the performance in Geography. Some of the suggestions were: there is need to have more qualified and interesting Geography teachers who would employ various teaching methods and

integrate instructional resources in their teaching. The female students also suggested that the schools should employ more female teachers so that they act as their role models and this would motivate the female students to study harder and improve the performance of Geography.

Various Geography textbooks, maps as well as revision materials and KCSE examination past papers should be adequate and be made available for the students. The students also suggested that the schools should take them for school trips as this will motivate the students. Some of the students also suggested that the schools could organize seminars and invite Geography specialists who would talk to the students on the importance of studying Geography; this would encourage the students to have a positive attitude towards Geography. This then, will motivate the students to improve their performance in Geography.

4.7 Summary of the Findings

The first study objective was to find out how students' attitude towards Geography contributes the poor performance of Geography in Enelera zone. Many of the students (60%) enjoy Geography classes and reading Geography books. 57.8% of the students strongly disagreed that given a choice, they would drop Geography. Most of the students 55.3% strongly agreed that they would want to pursue a Geography related course at university. Therefore, we can conclude that the students' attitude is positive. This means that poor performance of Geography from the female students' results in poor performance but the poor performance is not as a result of the male students' attitude towards Geography but from other factors.

The second objective of this study was to ascertain how teaching methodologies employed by teachers contributes to the poor performance of Geography. The findings revealed that many teachers employ lecture method in teaching Geography classes. They quite often 1 (16.7%) teacher uses lecture method and 5 (83.3%) of the teachers often employ this method.

The lack of resources, the inadequate time allocated for Geography and the teacher's the need to cover a lot of content may be the reason of quite often using lecture method in Geography class which leads to poor performance of the subject.

The third objective of the study was to investigate how the availability and adequacy of instructional resources contribute to the poor performance of Geography in Enlerai zone. The findings revealed that teaching and learning resources were inadequate in most secondary schools in Enlerai zone. The study further revealed that text books, cartographic equipment, library were inadequate and some resources such as audio-visual aids, Geography laboratories, field work, tour and equipment were not applicable in most schools. The study also established that the inadequacy of Geography resources largely contributed to the poor performance of the students in the schools, as they share textbooks or some schools lack Geography textbooks. It affects the teachers as they have to rely on one type of textbook to make notes. It also affected the teachers as majority of the teachers stated that they rarely use teaching aids as they are mostly unavailable. This results to the poor performance in public secondary schools in Enlerai zone.

The fourth objective was to proffer solutions to improvement in students' performance in Geography. The suggestions were the Geography syllabus should be revised, schools should organize field trips for students, teachers should use diverse teaching methods while teaching Geography and administer weekly or topical CATs to evaluate the learners. Other suggestions put forward were teachers should have in-service training so as to equip them with up to date teaching methodologies and resources. Students should also be provided with revision materials so that they can familiarize themselves with the examination questions. This would bring about an improvement in the performance of Geography in Enlerai zone.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides the summary of this study. It draws conclusions and gives recommendations to the different stakeholders of education as well as the suggestions for further research. This study analyzed the factors contributing to the poor performance of Geography in public secondary schools in Eneleraï zone, Narok south sub-county, Kenya.

5.1 Summary of the Study

The overall objective of the study was to identify the factors that are contributing to poor performance of Geography in secondary schools in Eneleraï zone, Narok South Sub-county, Kenya. The data analysis was guided by the following study objectives: to find out how the attitude of students towards Geography contributes to the poor performance of Geography in secondary schools in Eneleraï zone, to ascertain how teaching methodologies employed by teachers contribute to the poor performance of Geography in Eneleraï zone, to investigate how the availability and adequacy of instructional resources contribute to the poor performance of Geography in Eneleraï zone and to proffer possible solutions to improvement in students' performance in Geography in secondary schools in Eneleraï zone.

The study adopted quantitative paradigm and specifically made use of cross-sectional survey research. The population was taken from 12 public secondary schools in the zone. The sample used was 46 students and 6 Geography teachers from 3 selected secondary schools; boys only, girls only and co-educational schools. Simple random sampling was used to select students from the sampled schools. The research focused on Form Three students because they were information 'rich' and they had already covered much of the content of the Geography syllabus. The Geography teachers sampled were the ones who handle Form Three students.

Questionnaires were used to collect data from the teachers as well as the students. The data collected were analyzed using Statistical Package for Social Sciences (SPSS version 21). The data were also presented using pie-charts, bar graphs and frequency tables.

From the findings, the study revealed that there were few female role models for the students to emulate. This is seen with the low enrolment of female students choosing Geography as a subject for KCSE and this consequently creates a negative attitude in the female students as they consider Geography as a subject for the male students. On the other hand, the male students showed a positive attitude towards Geography and this is seen in the high number of male students taking Geography. The study also revealed that majority of the teachers in Eneleraï zone use lecture method in teaching Geography. This may be as a result of inadequacy of teaching and learning resources and also the need to cover the Geography syllabus within the time allocated. This contributes to the poor performance as the most of the learners don't understand what is being taught. The study also revealed that the unavailability and inadequacy of teachers as well as teaching and learning resources contributes to the poor performance of Geography in the secondary schools in Eneleraï zone. This is because; the Geography teachers are few in most of the schools and thus are overworked. The resources are also expensive and thus they rarely use teaching aids while teaching Geography. The study also revealed that the schools do not organize field trips for their students and thus they lack the exposure to practical Geography. These factors contribute to the poor performance in Geography in public secondary schools in Eneleraï zone.

5.2 Conclusions

Based on the objectives and findings of the study, the following conclusions were made in order of the objectives of the study. First, the findings have shown the students' attitude

towards Geography is positive and the researcher concluded that poor performance of Geography in secondary schools in Enlerai zone is based on other factors. Secondly, that quite often use of lecture method by Geography teachers in classes leads to poor performance of the subject. Lecture method keeps many learners in a passive mood, have limited learning and not effective for complex or skill learning.

Thirdly, lack of resources and inadequacy of teaching and learning resources like Geography textbooks, cartographic equipment, audio visual aids, library, Geography laboratory and computer and programs are a major contribution to the poor performance of Geography in Enlerai zone. Many schools do not take Geography field work as part of syllabus coverage. Students are therefore not exposed to practical part of Geography subject. There is also need for teachers to improvise some teaching aids and not to rely always on the resources that are bought.

Finally, the study also shows that there are less female teachers of Geography in Enlerai zone. This has a negative influence on the female students. This is seen in the low number of female students taking Geography in both the girls only and co-educational schools. All those factors led to poor performance of Geography. However, teachers in Enlerai zone need to use diverse teaching methodologies and as well as teaching aids in their lessons. This makes the lessons to be more interesting and as a result, it will encourage their students to improve in Geography.

5.3 Recommendations

5.3.1 Recommendations for the Ministry of Education Science and Technology

There are rising pertinent issues which have key implications to Geography education policies. The Ministry of Education Science and Technology has institutions which would

benefit from the findings of this research. These institutions include: Kenya Institute of Curriculum Development (KICD) and Teachers Service Commission (TSC).

KICD, which is in charge of the curriculum development, should review the syllabus which is too wide to cover within the stipulated time of four years. It should also allocate more lessons in Geography in form 1 and 2. This will make teachers have adequate time covering the syllabus comprehensively and thus ensure the students are well prepared for their examinations. TSC should also post more teachers of Geography in schools in order to reduce the high teacher student ratio, especially more female teachers. This will play a major role in positively influencing the female students' attitude towards Geography.

5.3.2 Recommendations for School Administrators

Schools should provide more instructional resources such as textbooks, audio-visual aids, libraries, cartographic instruments and teaching aids which are effective for teaching Geography. They can also budget for modern teaching aids such as the use of ICT in teaching Geography. The school administrators, that is, the Principals and County Education Officers should ensure that this is done by organizing regular seminars, workshops and in-service courses for all Geography teachers so as to keep them updated on the current trends in the teaching of Geography as a subject. There is also need for schools to budget for field trips and instruments as it exposes the students to practical Geography which is a critical part in Geography. The school administrator should also have parents meeting to discuss their children's performance. During such meetings the school administrators could emphasize the importance of the parents being involved in their children's education and show how the lack of parents' involvement leads to poor performance in Geography and other subjects.

5.3.3 Recommendations for Teachers of Geography

For sustainability and continued improvement of enrolment in Geography, new teachers should be inducted and oriented into the profession by experienced teachers. The teachers should also employ diverse teaching methodologies in teaching Geography as this creates more interest from the students and they make the lesson more interesting. These diverse teaching methodologies assist in catering for the needs of the students. Despite the inadequate instructional resources available, the teachers should be able to improvise and come up with resources that are easily available in their environment to avoid over-reliance on the school. There is also need for the Geography teachers to create a friendly learning environment with the students and this helps cultivate positive attitude towards Geography and results in increased enrolment in Geography.

5.3.4 Recommendations for Students

Students should also focus and work hard on their studies and avoid the negative peer pressure that Geography is a difficult subject. They should instead base their opinion towards Geography based on their experience and not other students' experiences. Students are also encouraged to always revise past examination papers and consult with their Geography teachers especially on topics that they may not have understood. Students should also read ahead of the teacher as this helps improve on the students' attitude towards the subject and it is a way of utilizing the inadequate learning resources such as books provided by the school hence influencing students' KCSE Geography performance.

5.4 Suggestions for Further Research

The following are suggestions emanating from this study:

- i.) A study needs to be carried out in private secondary schools in Enlerai zone, Narok south sub county to see whether findings tally.
- ii.) To investigate the factors influencing students' enrolment in Geography in secondary schools in Enlerai zone, Narok south sub-county.
- iii.) This study was carried out in Enlerai zone, Narok south Sub-county. Similar studies can be carried in other counties or the entire country to find out whether similar results are obtainable.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

APPENDIX II: QUESTIONNAIRE FOR GEOGRAPHY TEACHERS

QUESTIONNAIRE FOR GEOGRAPHY TEACHERS

Dear Respondent,

The purpose of this questionnaire is to find out the factors that influence poor performance in Geography. Kindly, you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questionnaires will be treated with confidentiality. Please tick [☐] where appropriate or fill in the required information on the spaces provided.

Section A: Demographic Information

1. Gender Male [☐] Female [☐]

2. For how long have you been teaching Geography?

1 Year and below [☐] 2-5 Years [☐]

5 – 10 Years [☐] 10 and above [☐]

3. Please state your academic qualification

Diploma [☐] SI [☐] BA/BSC with PGDE [☐] B.ED [☐] Masters [☐]

Any other (please specify)

4 a) Do you consider yourself highly qualified enough for effective teaching of Geography?

Yes [☐] No [☐] Do not know [☐] None of the above [☐]

b.) If no, which areas would you require more training on:

.....

Section B: Teaching Methodologies

5.) What teaching method do you employ in teaching Geography in class? (Use

Quite Often=**Q OFT**, Often=**OFT**, Less often=**L OFT**, Never=**NEV** to indicate frequency)

a.) Lecture method	Q OFT [<input type="checkbox"/>]	OFT [<input type="checkbox"/>]	L OFT [<input type="checkbox"/>]	NEV [<input type="checkbox"/>]
b.) Small group discussion	Q OFT [<input type="checkbox"/>]	OFT [<input type="checkbox"/>]	L OFT [<input type="checkbox"/>]	NEV [<input type="checkbox"/>]
c.) Question and answer	Q OFT [<input type="checkbox"/>]	OFT [<input type="checkbox"/>]	L OFT [<input type="checkbox"/>]	NEV [<input type="checkbox"/>]
d.) Demonstration	Q OFT [<input type="checkbox"/>]	OFT [<input type="checkbox"/>]	L OFT [<input type="checkbox"/>]	NEV [<input type="checkbox"/>]

6 a) Do you find the time adequate to cover the Geography syllabus comprehensively?

Yes [] No []

b) If no, suggest how you could solve this problem

.....

7. How would you rate the attitude of the students in your school toward Geography?

Very Positive [] Positive [] Negative []

Very Negative [] Undecided []

8. What do you consider to be the major factors that influence the teaching of Geography in your

school?.....

Section C: Adequacy and Availability of Instructional Resources

9. Please rate the adequacy of the following resources in your school. Tick [✓] the appropriate.

Instructional Resource	Very Adequate	Adequate	Inadequate	Very Inadequate	Not Available
Geography Textbooks					
Field work Trips and equipment					
Cartographic instruments (maps)					
Audio-visual Aids					
Geography Laboratory					
Library					

10. How often do you use teaching aids?

Always [] Rarely [] Never [] Not applicable []

11. a). Do you have sufficient text books for Geography? Yes [] No []

b) If no, please give reasons.....

12 (a.) How many teachers of Geography are in your school?

(b) Are they adequate to handle the teaching of Geography effectively?

Yes [] No []

(c) If no, how many more do you think the school requires?

.....
.

13. Please indicate the resources that your school needs to support teaching and learning of Geography.

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

Section D: Challenges and Suggestions to Improve Performance in Geography

14. How does the poor performance of Geography affect you as a Geography Teacher?

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

15. Please state other challenges that you are faced with as a Geography teacher

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

16. Please suggest some strategies/ways that could be employed in order to improve performance in Geography in your school

.....

.....

.....

.....

.....

THANK YOU FOR YOUR PARTICIPATION

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

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

Section1: Demographic Information

1. Gender Male [☐] Female [☐]
2. Age?
3. Were you guided by anyone in choosing Geography subject for K.C.S.E?
Yes [☐] No [☐]
4. If yes, who guided you? Principal [☐] Career Teacher [☐] Teacher [☐]
Students [☐] Friends [☐] Relatives [☐]

Section B: Students' Attitude towards Geography

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

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

STATEMENT	SA	A	D	SD
I enjoy Geography classes and reading Geography books				
Geography should be made a compulsory subject				
Geography is only useful in boosting my mean score				
Given a choice, I would drop Geography				
The content in Geography syllabus is too much				
Geography is an easy subject compared to other humanities				
I don't understand why we study Geography at school				
I would want to pursue a Geography related course at university				

6. Which of the following is the most common method of teaching used by your Geography teachers?

Lecture method [] Discussion [] Question and Answer [] Demonstration []

Section C: Adequacy and use of Instructional Resources

7. a) Do you share Geography textbook?

Yes [] No []

b.) If yes, how many students per textbook?

.....

c.) Are they adequate to assist you study Geography effectively?

Yes [] No [] Do not know [] Not available []

8. Apart from textbooks, do you have other relevant instructional resources (e.g. maps) for studying Geography?

Yes [] No []

9. Have you ever gone for a Geography field tour? Yes [] No []

If yes how many times?

10. To what extent do you think inadequacy of resources affects your performance in Geography?

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

(b) Briefly explain your answer

.....

11. What resources (e.g. textbooks, maps) should your school have to help you perform well in Geography?.....

.....

Section D: Challenges of poor performance and suggestions to improve the performance

12. How does the poor performance of Geography affect you as a student (now and in the future)?

.....
.....

13 a) As a student what do you think is the reason why students perform poorly in Geography?

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

b.) Please suggest some ways that could be employed to improve the performance in Geography in your school.

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

THANK YOU FOR YOUR PARTICIPATION