

**FACTORS INFLUENCING STUDENTS' KCSE PERFORMANCE IN
GEOGRAPHY IN PUBLIC SECONDARY SCHOOLS IN MIGORI
DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements
for the Award of Degree of Master of Education in Curriculum Studies**

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DECLARATION

This research project is my original work and has not been presented for award of a degree in any other university.

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This research project has been submitted for examination with our approval as University Supervisors.

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DEDICATION

This work is dedicated to my loving Children Sharon, Calvin and Goretty.

ACKNOWLEDGEMENTS

I would like to thank God for granting me the wisdom and courage to successfully complete this work

I wish to acknowledge too the effort and support of my supervisors, Prof. Winston Jumba Akala and Dr. Rosemary Imonje for professional assistance and motivation they gave, during the research period. I have come from a simple research topic to expansive work through their guidance. My gratitude also goes to the lecturers of the Department of Educational Administration and Planning who also gave moral support that enabled this project research to be successful. I am grateful and may God bless you.

I also thank my family for supporting my idea to pursue this course and it is my sincere hope that their effort will finally pay off.

I wish to finally express my gratitude to all those who, in one way or another, contributed directly or indirectly towards the completion of this project.

ABSTRACT

The purpose of the study was to investigate the factors that influence Students' KCSE Geography Performance, in public Secondary schools, in Migori district, Kenya. The objectives of the study were to establish ways in which use of teaching/ learning resources influence students' KCSE Geography performance, establish how students' attitude towards geography influences their KCSE performance in geography, determine ways in which teaching methodology influence students' KCSE performance in geography, and determine how teachers' teaching experience influence students' KCSE performance in geography. The study targeted all the 40 secondary schools in Migori district, 40 head teachers, 80 geography teachers and 2400 Students. The study adopted a descriptive survey research design. The design was appropriate for the study because the researcher was studying events and circumstances, which had already occurred, and as they exist in schools. The study sample size (n) was 30 percent of 40 public secondary schools within Migori district which was 12 schools. The researcher therefore selected 12 Secondary Schools using random sampling procedure. The entire 12 head teachers of the sampled schools participated in the study. The study analysis used both qualitative and quantitative approach where data was extracted from the questionnaire, coded and entered in the computer for analysis. The SPSS was used statistical purpose. The findings and conclusions presented recommended that more female teachers 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. The study recommends that learning resources should be adequate and readily available for both the students and teachers for study, understanding and research reference for geography. The teaching methodology should be well diverse to cater for the needs of the students. Reading before class improves on the students' attitude towards the subject and it is a way of utilizing the learning resources such as books provided by the school hence influencing students' KCSE geography performance. The study recommends that teaching and learning resources influences performance 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.

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LIST OF ABBREVIATIONS AND ACRONYMS

GOK	Government of Kenya
KIE	Kenya Institute of Education
KNEC	Kenya National Examination Council
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of Education
NCST	National Council of Science and Technology
NGOs	Non Governmental Organizations
TIQET	Totally Integrated Quality Education and Training
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the problem

Egunyomi (2006) infers that education has been universally recognized as the key to sustainable development and the enhancement of human welfare. Similarly and earlier, the World Bank (2003) as quoted by Egunyomi (2003) 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.

Fellman et al (2005) outline relevance of geography as a discipline of great repute. In Nigeria for example, many scholars have documented the relevance of geography to the society: Ologe(1978),Adetuberu(1984) and Akande(1982) discuss very succinctly the roles Geographers in the present day socio-economic dispensations in Nigeria and the world at large. Similarly, Areola (1978),ofamata(1982) and Aderogba (1990 and 2001) identify the professions and different areas of human endeavours that Geographers can perform and excel.

Since independence, the Kenyan government has emphasized the expansion of education sector due to its role in the socio-political and economic development of the country.

According to Sifuna and Kiragu (1988), the highest priority in the entire education sector has been in the area of secondary education. According to World Bank, (1990), Secondary education is crucial to development because it provides learners with a bridge to highest education as it prepares them for employment and enables them to continue learning through their life time. Following Kamunge Report (Republic of Kenya, 1988) the government became committed to attaining high quality education by stressing the policy on Education for All to meet the societal needs (EFA, 1980).

Oluoch (1982) observes that elective subjects should be made available as this is one of the best ways of taking care of variations in schools and making education relevant to more people. Geography is one such subject in Secondary school curriculum. However, it has been noted that its performance in KCSE has been comparatively declining in relation with other humanities such as Christian Religious Education (CRE) and History and Government. The primary purpose of this study therefore, is to investigate the factors which are currently influencing performance of Geography in the KCSE in Migori district.

In Kenya the major parameters used to measure educational output is performance in examinations. This performance is however achieved after the various inputs into the educational process undergo educational production process. These education inputs used in the education process include but not limited to the student, the teacher, teaching- learning resources, the school facilities and the

school environment. It is notable that a healthy interaction of the given inputs results into good performance. How has the interactions been in the Geography subject?

Thomas (1961) observes that the recipe for making geography interesting and even fascinating is simple. All that is required is thoroughly human subject matter presented from child's point of view, supplemented with as much illustrative material as possible and spiced with teacher's enthusiasm.

Nkosana (1998) further points out that if teachers feel that a subject is not important to the extent that they do not emphasize teaching it, students may not be blamed for the same attitude. In this view therefore, there is need to carry out this study with a view to come up with issues of the impediments in Geography performance.

Good performance in both internal and external examination in any subject creates an academic discipline commitment and desire to pursue the subject to the higher level for career purposes. Since success is measured by the ability of a student to pass final examination, Bett (1986) states that average performance in any subject will be detrimental to student from opting it in the subject choices. Students often benefit from teacher' attitude to the subject especially the coaching that is meant to ensure the student achieves or scores high marks in a subject. A study of examination by Glen Turner (1993) indicated that the "tips "that were

provided by the teachers were often regarded by pupils as the most important things to learn on an examination course.

Teacher's ability to deliver the content depends not only on his qualification but also the in-service courses which keep him up to date with the new development in the subjects' teaching methodology and not limited to information technology. Liking and opting for the subject among other factors influence performance by an individual student.

A study by Douglas, (1964) indicated that parental encouragement was the most important single factor that accounts for the improvement of child's test scores. Despite the fact that geography has to contribute to the holistic development of the student as envisaged in Kenya's broad based curriculum; it is a matter of concern to make it to perform well.

Geography as a subject has undergone a lot of changes over the years. In 1992 the curriculum was reviewed and reduced the number of subjects a candidate sits for from 10 to 8 at KCSE. It also made Geography as an elective subject. Later on, after the fourteen years of 8.4.4 system of education, the Koech report of inquiry into the education system of Kenya (1999) also recommended a revision of the curriculum with a view to trimming down some of the subjects that a learner is expected to be examined on in the Kenya Certificate of Secondary Education (KCSE).

Geography is fundamentally interdisciplinary subject. It is one of the few disciplines that encompass very different ways of knowing from the natural and social sciences and the humanities. Geographers are therefore uniquely equipped to understand and address critical problems facing the world. Geographers are motivated by issues such as social and environmental justice and the efficient, equitable and sustainable use of resources.

This study tried to identify factors which are currently influencing performance in Geography in KCSE in selected secondary schools in Migori district. The major areas of investigation focused on the available physical facilities, teaching/learning resources, qualifications of Geography teachers, methods of teaching, the preparation of the teacher through pre-service, in-service, parental involvement in school activities and the general assistance the school principals offer to Geography teachers.

This study is based on the concept that geographical thought develops knowledge and understanding from three complementary concepts: the first is the concept of place. Geographers explore what places mean, how people shape places and how places shape our lives. This brings many areas of geography together in a holistic approach to understanding the characteristics of, and relationships between localities, cities, regions, countries and continents. The second concept is environment. Geographers investigate biophysical environment encompassing terrestrial, marine and atmospheric systems. These investigations include the

nature, dimensions and causes of environmental change; the reciprocal relationships between the environment and people; the resources the biophysical systems provide and their sustainability. The third concept is space. Geographers examines how, why and with what effect diverse phenomena vary across the surface of the earth. Geographers understand space to be configured by the movement and organization of people and materials as well as being a location for social and material action.

Gachathi Commission that revised the educational objectives emphasized the importance of inclusion of a wide range of subjects such as English, Kiswahili, mathematics, science, Geography and History in the secondary school curriculum. This in effect gave the subject under study to occupy a space in the Kenya education curriculum. Consequently, this prompted the increase in the number of examinable subjects in the primary and secondary schools (KNEC Syllabus and Regulations 1989). Examination at each level of 8.4.4 system was administered at the final year. In secondary school, the examination was administered at form four. This curriculum required more teachers to teach the many subjects, where Geography was inclusive. However, the reverse was the case. According to Eshiwani (1983), no school bothered with the extra subjects as they selected the subjects to be offered at KCSE depending on the resources available in the school including teachers. According to Brunner (1982), all learning is based on curiosity or intrinsic motivation. Brunner further noted that external reinforcements may actually get a particular act going on and even lead to repetition but does not

sustain a long course of learning .Therefore a teacher should not entirely depend on external reinforcements to arouse and sustain learning processes by controlling the curriculum through a well prepared schemes of work, lesson plans with students' learning activities which are sustained by the indirect teaching in form of questions from the teacher.

Geography as elective subject seems to be subjected to suffering because school systems are generally averse to the idea of having alternatives in the school curricula. Authorities of school systems understandably prefer uniform arrangements because these are easy to administer.

Thomas (1961) observes that the recipe for making geography interesting and even fascinating is simple. All that is required is thoroughly human subject matter presented from child's point of view, supplemented with as much illustrative material as possible and spiced with teacher's enthusiasm

Nkosana (1998) further points out that if teachers feel that a subject is not important to the extent that they do not emphasize teaching it, students may not be blamed for the same attitude. In this view therefore, there is need to carry out this study with a view to come up with issues of the impediments in Geography performance.

Good performance in both internal and external examination in any subject creates an academic discipline commitment and desire to pursue the subject to the higher level for career purposes

1.2 Statement of the problem

According to the Institute of Australian Geographers, (2013) geography is the study of place, space and the environment. Geographers investigate character of places, the distribution of phenomena across space, biophysical processes and features and dynamic relationships between human and environments.

Geographers ask questions about why these phenomena and relationships are like they are and how they could be: how societies and environments are connected to one another: how and why they change; and how and why their characteristics vary across time and space at different scales. Geography answers questions spanning the local to the global in the past, present and future. The teaching of the subject holistically aims to prepare an individual to contribute positively to the economic development of his or her country, Kamunge in TQET (1999).

The study by Munyili (1988) indicated that teachers use few resources because they are not motivated. Geography as a subject demands resources such as laboratory, field work equipment, cartographic instruments and budget for trips among others.

Makau (1986) contends that the teacher is acclaimed the world over, to be a key resource, not so much as the main source of knowledge but as the organizer of

learning for pupils. Low pupils' achievement is often blamed on the quality and motivation of the teachers.

Despite the rationale for teaching geography to attaining the overall education goals in secondary school syllabus, Kenya still has dismal performance in Geography in National examinations. The overall problem is that the main factors currently influencing learners' performance in Geography as one of the elective subjects in the secondary school curriculum has not been explored adequately, Obiero (2009).

The KCSE results analysis in Figure 1 below reveals that Geography is one of the subjects in secondary school curriculum. However it is noted that its performance in KCSE has been comparatively declining in relation with other humanities such as Religious Studies and History and Government. There is also the issue of low enrolment in Geography. The reasons for this are to be established by the findings of this study.

Table 1.1 Mean Score of performance of KCSE 2007-2011

Year	Mean Score In Geography	Mean Score in History	Mean score in CRE
2007	5.3	6.60	7.41
2008	4.7	7.4	7.8
2009	5.7	7.9	8.1
2010	5.1	6.987	7.0
2011	5.2	7.2	6.8

Table 1: Mean subject score in KCSE GROUP3 Subjects from 2007-2011

(Source: DEO's Office, Migori District)

The performance of students in KCSE is expected to be at a maximum of grade A, which translates to 12points, yet most schools in Migori district are only able to score between 4.7 and 5.0 which translates to C-. On the other hand, the other humanities score above 6.5, which translates to C+.

1.3 Purpose of the study

The purpose of the study was to investigate the factors that influence Students' KCSE geography Performance, in public secondary schools, in Migori district, Kenya.

1.4 Objectives of the study

The research study sought to:-

- i) Establish ways in which use of teaching/ learning resources influence students' KCSE Geography performance.
- ii) Determine how teachers teaching experience influences student performance in geography.
- iii) Determine ways in which teaching methodology influence students' KCSE performance in geography.
- iv) Establish how students' attitude towards geography influences their KCSE performance in geography.

1.5 Research Questions

The following were the research questions of the study:

- i) How does teaching /learning resources influence students' KCSE Performance in geography?

- ii) In what ways does teachers' teaching experience influence students' performance in geography?
- iii) To what extent does teaching methodology influence Students' Performance in Geography?
- iv) To what extent does students' attitude towards Geography influence their performance in Geography in KCSE?

1.6 Significance of the study

The findings of this proposed study may have both theoretical and practical implications for the future of Geography in the country. It should highlight factors that influence student's performance in Geography. The study had also the practical significance because it might lead to the improvement of strategies for the implementations of Geography education by identifying the strengths and constraints in the implementation process.

To the Ministry of Education, the study could be of immediate benefit in the formulation of future policies aimed at enhancing students' performance in the subject. Similarly, the results of this study would enlighten the curriculum developers, teachers, specifically to re-examine their teaching methods, improve curriculum for pre-service and preparing for in-service course for Geography teachers. On the overall, the study formed a base on which others can develop their studies.

1.7 Limitations of the study

There were two main limitations of the study. First respondents who had done the KCSE Geography exams would not be captured due to inaccessibility. Instead, the researcher used form 4 Students who had not taken their examinations. Secondly a questionnaire developed by the researcher was used to identify factors influencing performance in Geography. The questions might not be exhaustive enough to solicit for other important information best for the study.

1.8 Delimitations of the study

According to Nyagah (1995), a delimiting factor is a purposive and a conscious action by a researcher aimed at making the research manageable. Therefore delimitations are boundaries of a study. In this study the researcher involved public secondary schools in Migori district, their head teachers, Geography teachers and form four students. Secondly officials from the TSC, MOE, KIE and KNEC were not covered although they were also key players in determining performance through their influence.

1.9. Basic Assumptions of the study

The following assumptions were made in the proposed study:

- a) That KCSE Geography examinations were acceptable measure of academic performance, since validity and reliability was established prior to the examination by KNEC.
- c) That Geography plays a major role in determining the career of students as they leave secondary school to face the world.

1.10 Definitions of Significant Terms

The following definitions are provided to ensure uniformity and understanding of these terms throughout the study. The researcher developed all these definitions not accompanied by a citation.

Compulsory subjects refer to subjects in the curriculum that student must enroll for in KCSE, for example, Mathematics, Kiswahili and English.

Elective Subjects refers to subjects in the curriculum that are open to choice by students, for example, Geography, history and CRE.

Factors refer to items or variables that have direct or indirect influence on performance.

Geography refers to the science of the earth's physical features, resources climate, population, etc

Motivation refers to the forces that account for the arousal, selection, direction and continuation of behavior.

Output refers to performance in geography.

Performance refers to the grade attained by a candidate at KCSE examinations.

1.11 Organization of the study

The study was organized into five chapters: Chapter one consist of a general introduction which contains background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, de limitations of the study, assumptions of the study, definitions of significant terms and the organization of the study.

Chapter two focuses on literature review, which began with introduction, followed by a literature review on; influence of teaching /learning resources on performance, influence of students' attitudes on performance, the influence of a teacher's teaching methodology on students' performance, the influence of head teachers' attitude towards geography on students' performance, the influence of teachers' teaching experience on students' KCSE performance. Finally the literature review section was followed by a summary of the literature review, theoretical framework and the conceptual framework.

The third chapter deals with research methodology which included; research design, target population and sampling procedures, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques. Chapter four entails data analysis and discussion of research findings. Chapter five provides a summary of study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the literature is organized into various sections which included the influence of the following on KCSE Geography performance: teaching/learning resources, teacher's teaching experience, Student's attitude towards Geography, Methodology of teaching, and teachers' attitude on performance. Finally, summary of the literature review, the theoretical framework and conceptual framework.

2.2 Influence of Teaching/Learning resources on Performance

In Kenya the major parameters used to measure education output is performance and achievement in examinations. This is however achieved after the various inputs into the education process undergo educational production process. These educational inputs include but are not limited to the student, the teacher, the teaching /learning resources and the school environment.

Performance is a function of how factors such as student's characteristics, teacher's characteristics and Teaching/Learning resources interact in the school environment. If the interaction is healthy, the performance should be good. Teachers are also special resources in teaching and learning. According to Ayot (1988), the availability of adequately trained manpower is crucial for the proper implementation of a curriculum innovation. Bishop,(1985) also asserted that human resources are important in curriculum implementation and attainment of

syllabus objectives. In the context of the above, the researcher wants to establish influence of the availability of teaching/learning resources and relevant physical facilities for Geography.

2.3 Influence of teachers' teaching experience on performance

Experience can be seen as a reliable prediction of a person's ability to handle a certain job. According to Irumbi (1990), teaching experience is frequently included as a valuable in education research but no clear of its effects seem to emerge. Thias and cornoy, (1972), however found out in Kenya that at upper secondary, teacher experience showed no significant effect on students' performance. Hnusheck's (1989) study in Malaysia concluded that the length of teacher's experience was associated to student's performance but only amongst highly qualified teachers. Out of the 23 studies which had been done on teacher experience up to 1986, 13 showed no significant effect on student's performance, (Fuller 1986).

Barnes & Coupland (1990) observes what teaching career does not probably continue to do, by asserting that teaching career does not do so in a linear fashion. He notes that as suggested in a substantial proportion of studies, increases in teaching experience at least after the early years of classroom are associated with tendencies for teachers to reject innovations and alterations in educational policies.

The curriculum implementation theory propounded by Gross et al,(1992) states that implementation of any educational programme envisages inter alia the question of teacher competence and capability as well as compatibility with the organizational arrangement and the clarity of the implementer(teacher) on what is to be done.

Parrot (1982) as quoted by Wanjala et al (2010) asserts that “as is the teacher so is the teaching.”In reality, better trained teachers tend to be creative, innovative and easily improvise teaching strategies to suit the subject matter and context. In experienced or rigid teachers on the other hand, rely on traditional methods of teaching which may be irrelevant. Donald (1987) argues that a vital attributes of an effective practioner no matter what area they operate, is that they are able to reflect on their ongoing experience and learn on it, calling it reflection -in action. This justifies the fact that teachers with a longer year of experience become more knowledgeable as they pause and take stock of what they do daily, discussing with colleagues what happens in his/her teaching process to come up with new strategies and develop new techniques from their experience, focusing their attention on learners and some of the features that appear to inhibit or facilitate learning.

2.4 The influence of students’ attitudes on performance

Much of the concepts and diagrams in geography are too abstract for students to easily understand. A teacher’s teaching method will motivate or discourage students from enrolling in geography.

Self-set goals are believed to affect student 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. As Carroll and Garavallia (2004) put it, self- set goals influence not only a student motivation but also student behaviours. 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 (Carol and Garavallia, 2004).

According to Bandura, (1977), self-efficacy is the personal judgments about the ability to perform requisite action in order to achieve specific outcomes. The belief that people have about themselves are key factors in the exercise of control and of personal agency (Bandura1977).

2.5 The influence of teaching methodology on performance

According to Bishop (1985) training of teachers, which is mainly attached to one's qualification, goes a long way in equipping the teachers with knowledge and skills to enable them handle the task ahead of them.

Cropley and Dave (1978) have also observed that one necessary skill for teachers within the context of lifelong education is the capacity to make use of broad range of learning resources in order to foster themselves and their pupils, the ability to learn without the supervision of the teachers or the structures of the formal schooling.

According to Shiundu and Omulando, (1992), a professional is a person who has the type of job that needs high level of education and training. Odundo (1999) observes that the complex nature of the teaching profession demands that all practicing teachers have a thorough knowledge of instructional methods or teaching skills as they relate to different learning outcomes.

Teaching methods refer to a broad set of teaching styles, approaches, strategies, or procedures used by teachers to facilitate learning, (Curson 1990). Teaching methods that enable learners to actively participate in their learning should be adopted instead of those that reduce them to passive recipients of knowledge. In cases where teaching methods adopted are not consistent with learners' preferred learning styles, discomfort sets in and interferes with the learning process hence acquisition of desired geographical knowledge is impaired.

Use of teaching methods should take cognizance of the learner's preferred learning styles and balance with the less effective but popular methods of learning. The selection and arrangement of elements of a curriculum and the various ways in which they are introduced to the studies is the more specialized meaning of teaching method.

According to (Michael, 1987) the lecture method is probably the most popular and widely used teaching method. This method in its various forms of presentation is used to introduce new topics, summarizing ideas and showing relationship between theory and practice, re emphasizing main points where the

teacher has to know how to develop and present a lecture, the method adopts to many different settings of small groups or large groups. In preparing the lectures the teacher has to establish the objective and the desired outcomes, organize materials and plan productive classroom activities having meaningful examples. However lecture method limits the chances of asking questions (castello 1991).

Other teaching methods in geography include demonstration; which stimulates student's thinking, small group discussion which gives learners opportunities to express their opinions, role play among others which are used to provide a nourishing learning environment. Discovery methods are known to keep students motivated and aroused, aid cognition and enhance retention. These methods are not be utilized in every lesson but rather, the teacher should choose the most appropriate method in line with the topic and the students.

2.6 Teachers' attitude on students' KCSE geography performance

The term attitude has been defined as an organized predisposition to think, feel, perceive and behave towards a refinement or cognitive object in favourable or unfavorable manner (Triandis, 1971). Teaching is a cultural practice and changing cultural practices is notoriously difficult (Gallimore, 1996). Gallimore adds that people learn to teach in part, growing up in a culture by serving the apprentices for 12 years or more when they themselves were student. When they face new challenges of the classroom, they often abandon new practices and revert to the teaching methods their teachers used. The negative attitude therefore jeopardizes

professional standards by influencing effectiveness of teaching methods and performance of students.

Teacher attitude is majorly affected by the teachers' knowledge base and mastery of the subject knowledge and the socio-cultural context, Osakwe (2000). Teacher attitude is also associated with quality teaching and learning in the classroom, a teacher who poses a negative attitude impairs the ability of students to be able to receive messages from the subjects that they teach leading to wrong interpretation of concepts. Okorodudu (2006) states that possession of positive work attitude enhances teaching leading to the achievement of learning objectives and the overall education objectives

2.7 A summary of the literature review

The chapter outlines the various kinds of interactions taking place in public secondary schools with regards to teaching of geography as a compulsory subject at form 1-2 and an elective subject in group 3 at KCSE from form 3-4.

The study further sought to establish the bearing the interactions of the various factors have on the subject performance. Such factors include but not limited to: teaching/ learning resources, teacher characteristics, students' characteristics, parental characteristics and head teachers' attitude towards the subject. As noted, the literature available had shown various opinions from different people on the role of the interactions of various factors on performance. This review had prompted the researcher to employ the Bandura's (1993) Social Cognitive Theory.

2.8 Theoretical Framework

This study was based on Bandura's (1993) Social Cognitive Theory which postulates that perceived self- efficacy affects an individual in all aspects of life including educational experiences. Beliefs about one's competence to successfully perform a task can affect his/her motivation, interest and performance. The higher the perceived efficacy, the higher the goal, aspirations people adopt and the firmer their commitment in achieving those goals.

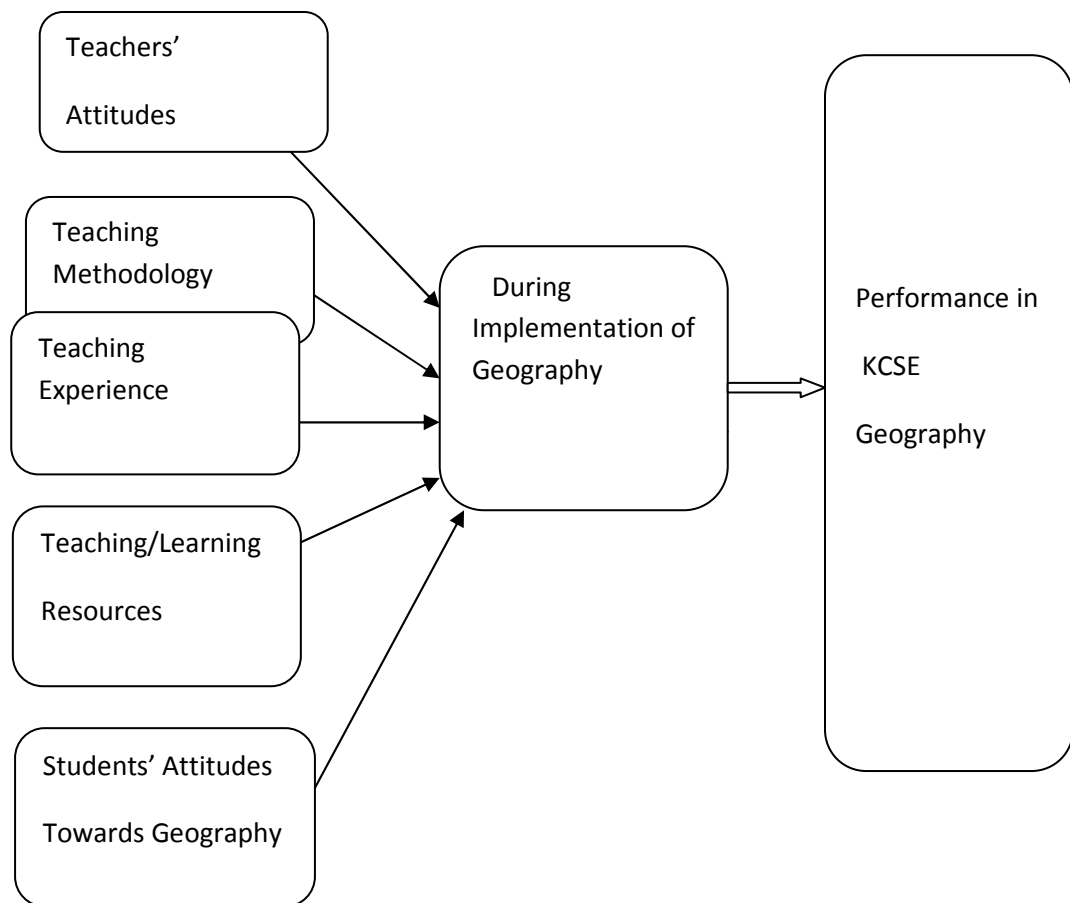
An important assumption of this theory is that personal determinants such as forethought and self-reflection do not have to reside unconsciously within individuals. People can consciously change and develop their cognitive functioning. This is important to the proposition that self-efficacy too can be changed or enhanced. From this perspective, people are capable of influencing their own motivation and performance according to a model of a triadic reciprocity in which personal determinants (such as self-efficacy), environmental conditions (such as treatment conditions), and action (such as practice) are mutually interactive influences.

2.9 Conceptual Framework

The conceptual framework for this study was based on the concept that performance of Secondary students in KCSE Geography exams can be improved. Improving performance, therefore depends on changing some of these influences pedagogically, the challenge is to:

- i) Get the learner to believe in his or her personal capabilities to successfully perform a designated task.
- ii) Provide environmental conditions such as instructional strategies and appropriate technology that improve the strategies and self-efficacy of the learner.
- iii) Provide opportunities for the learners to experience successful learning as a result of appropriate action.

Figure 2.1: Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study focused on factors influencing students' performance in public Secondary schools in Migori district. This chapter highlights on research design, sample size and sampling procedures, target population, research instruments, instrument validity and reliability, data collection procedure and data analysis.

3.2 Research Design

This study basically adopted a descriptive survey research design. This design had been chosen because the researcher was studying events and circumstances, which had already occurred, and as they exist in schools. The design also did not allow the manipulation of independent variables and dependent variables since their manifestations had already occurred. According to Orodho (2005), descriptive survey was suitable for obtaining information needed to describe people's thoughts, feelings and opinions about the nature of existing conditions.

The design gathered data from a relatively large number of cases at a particular time and was not concerned with characteristics of individuals as individuals. Data was obtained from a total population or a representative sample from which generalization was made. In this study, data was collected from Principals, Geography teachers and students.

3.3 Target population

Population refers to the entire group of individuals, events or objects having common observable characteristic. The study targeted all the 40 secondary schools in Migori district, 40 head teachers, 80 geography teachers and 2400 Students. Considering the main purpose of this study, the most appropriate target population was the group of students in their final class of secondary school.

Form four students who were about to sit for the KCSE examinations were therefore the first category of the target population. The second category of target population was the Geography teachers. They were in the position to provide information on the teaching/ learning process, since they interacted with students as they prepared them to choose, perform and achieve in the Subject. Third group of target population were the head teachers/principals. Nyagah (1995) while quoting Borg (1983) observed that thoroughness in defining population, from which the research is generalized, is one characteristic of a good research.

3.4 Sample size and Sampling procedures

According to Best and Khan, 2004 a sample size should not be less than 30 percent of the total population. Therefore, the study sample size (n) was 30 percent of 40 public secondary schools within Migori district which was 12 schools. The researcher therefore selected 12 Secondary Schools using random sampling procedure. The entire 12 head teachers of the sampled schools participated in the study. The researcher went ahead and sampled 2 teachers of geography per school using purposive sampling technique. The teachers were

supposed to be handling forms 3-4. This translated to a total of 24 teachers in all the sampled schools. This was 30 percent of the total teacher population (Mugenda & Mugenda, 2003). Thirty percent of the total student population was 720.

3.5 Instruments for data collection

To collect data for the study, the researcher used self-administered questionnaires. For the head teachers, an interview schedule was used to get relevant information for the study.

Secondly two sets of questionnaires were developed, for the Geography teachers and students. Each of the questionnaires was divided into two sections. Section A sought out demographic and background information of the respondents. Section B sought out information on factors which were investigated by the study.

The questionnaires adopted for this study were structured and open ended questions. According to Mwiria and Wamahiu (1995), the choice of a research instrument was determined by the nature of the study, the kind of data to be collected and the kind of target population.

Additionally, the researcher examined official records on performance in Geography in the sampled schools as maintained by each school. This exercise enabled the researcher to identify the past performance in KCSE as manifested by the schools in order to trace the trend of performance in the three subjects (Geography, CRE and History) between the year 2007 and 2011.

3.5.1 Instrument validity

Validity is the degree to which a test instrument measures what it purports to measure and consequently permits appropriate interpretation of scores, Nachmias and Nachmias, (2005). Greenwood, Horton and Utly (2002), define validity as the accuracy and meaningfulness of influences which are based on the research results. To determine content validity of the instrument, a pilot study was carried out in one pilot school which helped the researcher to evaluate validity, clarity of questionnaires, suitability of language used in the instrument and the feasibility of the study. The items which failed to measure were modified. The piloting addressed many questions which included: Do questions measure what they are supposed to measure? Do respondents interpret the questions differently? Do questions provoke respondents' answers? (Orodho, 2004)

3.5.2 Instrument Reliability

Reliability of instrument is the degree of consistence that instrument demonstrate (Best and Kahn, 2004). Mugenda and Mugenda concurs with this view by asserting that an instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same condition over time (Mugenda & Mugenda,2003). Reliability is thus how much you can trust the results of a testing instrument.

The study adopted test-retest reliability which was the repeatability of test over time to get same results whenever the instrument was applied. Test re-test reliability evaluated reliability across time, since it was coped with factors that

might have affected how a person responded to the test which included their mood, interruptions, time of the day, among other personal factors.

The reliability of the data collected for the study was determined through ascertaining the reliability of the questionnaires used in data collection. The questionnaires were administered twice to the same respondents. After the first administration, the researcher revisited the schools after two weeks for second administration.

Reliability was computed by determining the degree of consistency in responses elicited in the questionnaires. The Pearson rank order correlation (r), whose acceptable range of reliability lies between 0.600 and 0.900, was used to compute the reliability of the questionnaires in the study.

This formula was used:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where

r is the degree of reliability

x is the score obtained during the first test

y is the score obtained during the second test

\sum is the summation sign

N is the number of scores within each distribution that is the total number of items

$\sum xy$ is the gross product of the values of each variable

$(\sum x)(\sum y)$ is the product of the sum of x and the sum of y.

<u>X</u>	<u>Y</u>	<u>XY</u>	<u>X²</u>	<u>Y²</u>
5	5	25	25	25
10	20	200	100	400
6	4	24	36	16
8	15	120	64	225
4	11	44	16	121
4	9	36	16	81
3	12	36	9	144
10	18	180	100	324
2	7	14	4	49
6	2	12	36	4
7	14	98	49	196
<u>9</u>	<u>17</u>	<u>153</u>	<u>81</u>	<u>289</u>
$\sum X=74$	$\sum Y=134$	$\sum XY=942$	$\sum X^2=536$	$\sum Y^2=1874$

$$r = \frac{12(942) - (74)(134)}{\sqrt{[12(536) - (74)^2][12(1874) - (134)^2]}}$$

$$= \frac{1388}{\sqrt{956(4532)}} = 0.667$$

The Pearson rank order correlation (r) was 0.667 indicating that questionnaires used were reliable and the data collected can be generalized to the entire target population. Mugenda and Mugenda (1999) confirm that a coefficient of 0.80 or more implies there is high degree of reliability of data.

3.6 Data collection procedure

The researcher obtained a permit from the National Council of Science and Technology, (NCST) to carry out research. The District Commissioner and the DEO Migori district were informed. Thereafter the schools were visited to seek

the Principal's permission to carry out research in their schools. The researcher distributed the questionnaires personally to the respondents after assuring confidentiality and the need for honest response. The students were instructed on how to answer the questions. They were also given time to fill the questionnaires which were collected by the researcher once they were completed.

3.7 Data analysis techniques

After the field work, data collected was inspected in order to identify any spelling mistakes and wrongly responded to items. The data was cross-examined to ascertain their accuracy, completeness and uniformity. The data was then classified and organized according to the population under study without any mix-ups. The study used both qualitative and quantitative approach where data was extracted from the questionnaire, coded and entered in the computer for analysis. The SPSS was able to handle large amount of data and given its wide spectrum of statistical purposely designed for social sciences, (Martin &Acuna, 2002).

The findings and the data analysis was made through descriptive statistics. Tables depicting different categories of information of the research were drawn to show different responses from the respondents involved in the study. Frequencies were converted into percentages to make interpretations easier. The researcher intended to analyze the data in chapter four in percentages and frequencies. On the other hand qualitative data was analyzed qualitatively using content analysis of meanings and implications emanating from respondent information and comparing responses.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The purpose of this study was to establish the factors that influence student's performance in KCSE Geography in public secondary schools in Migori district, 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 research questions of the study, presentation, interpretation and discussion of study findings. The presentation is done based on the research questions which formed the sub headings in the chapter.

4.2 Questionnaire Response Rate

Questionnaire return rate is the proportion of the sample that participated as intended in all research procedures. In this study out of the 24 geography teachers sampled, 19 respondents (79%) returned the questionnaires. All the sampled 12 head teachers participated in the study (100%). A total of 450 students out of the 720 expected participated with a response rate of (63%). The percentage return rate was averaged to about 80% and it was deemed adequate for analysis and reporting. According to Mugenda and Mugenda (1999), 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 (1999), the response was excellent.

4.3 Demographic Information

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

4.3.1 Demographic data of Head teachers

This section represents the demographic data of head teachers. The demographic data was based on their gender, highest professional qualification, and experience as a head teacher. The data is presented in the table 4.2 below.

Table 4.2 Distribution of head teachers by gender

Gender	Frequency	Percentage
Male	8	66.7
Female	4	33.3
Total	12	100

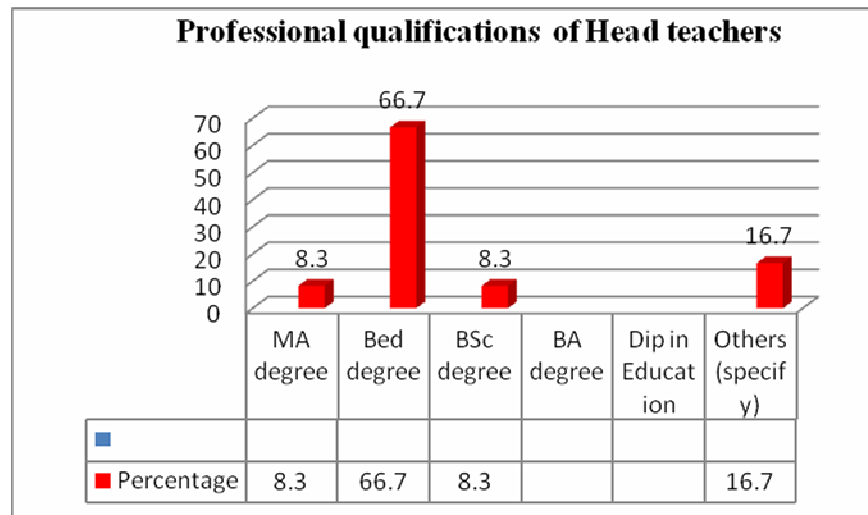
Source: Author, 2013

Data on the gender of head teachers indicated that 8 (66.7%) were males. The data shows that there is gender disparity in the leadership of schools in the district.

When asked to indicate how teachers' gender influence students decision in taking geography as a subject in the school, the respondents indicated that most male teachers tend to be hands-on with geography while female teachers tend to not be involved in geography as a subject. Gender 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.

Figure 4.2 Distribution of the Head teachers, by Professional qualifications

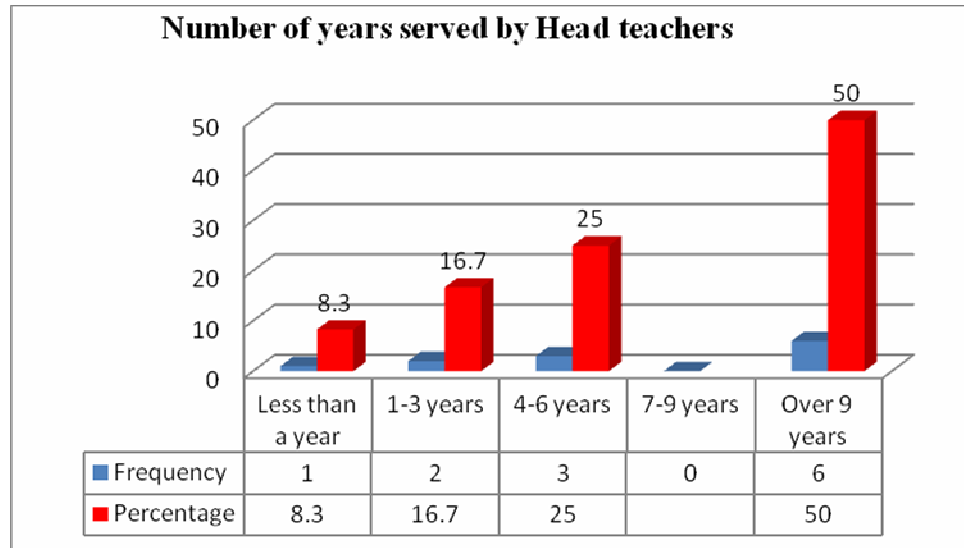


Source: Author, 2013

The results of the head teachers on their professionals indicated that majority (66%) of the respondents were holders of bachelor of education degree, the head teacher with masters of Arts degree was one (1) represented by 8.3% of the respondents. The head teachers who had masters in science were classified as others were represented by 16.7% of the respondents.

This implies that all head teachers were qualified as teachers and had competent teaching methodologies that influence students' performance in KCSE Geography.

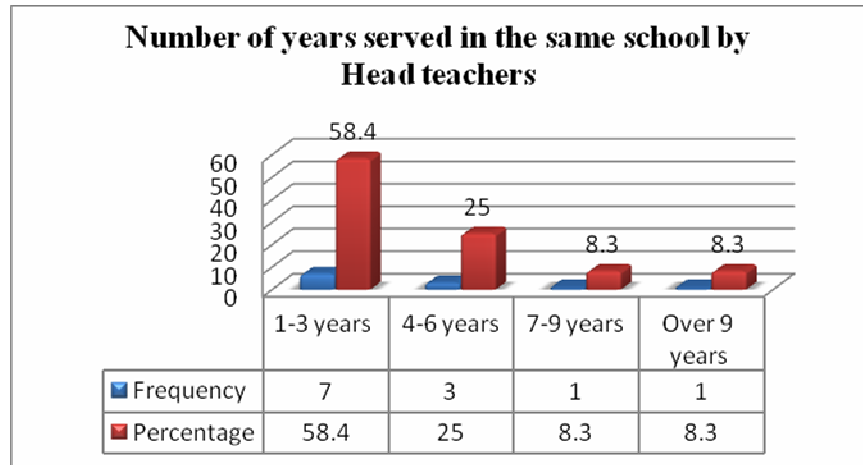
Figure 4.3 Distribution of the Head teachers, by number of years served



Source: Author, 2013

The demographic variable of the head teachers was the number of years they have served as head teachers. They were asked to indicate how long they had worked as head teachers. Their response indicated that majority (50%) of the respondents (them) had worked for over 9 years. Nine years and above could be considered adequate to have provided head teachers with experience on the teaching methodologies that influence students' KCSE performance in geography and their resourceful knowledge that inspires students' to perform and excel in geography as a subject.

Figure 4.4: Distribution of the Head teachers, by number of years served in the same school



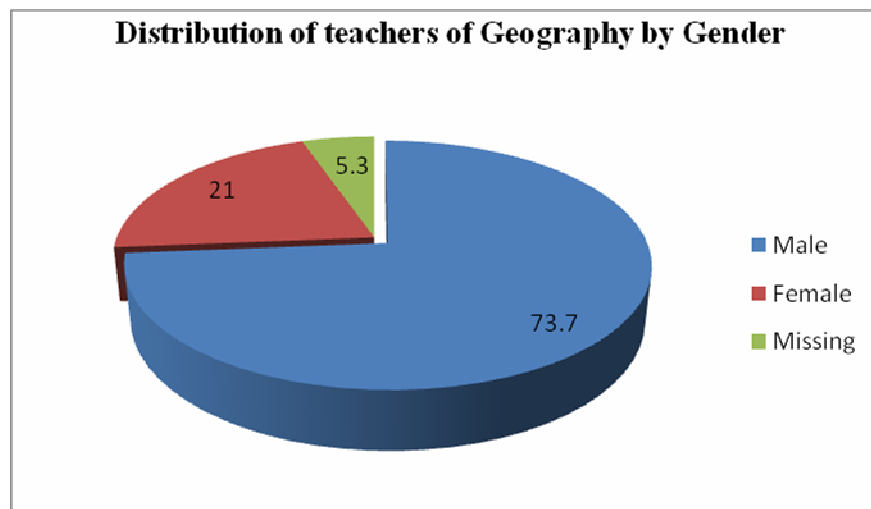
Source: Author, 2013

The demographic variable of the head teachers was the number of years they have served head teachers in the same school. They were asked to indicate how long they had worked as head teachers in their current school. Their response indicated that a majority (58%) of the respondents had worked between 1-3 years in the same school. This was considered adequate to provide head teachers with experience on students' attitude towards geography and how it influenced their KCSE performance in geography. The response at 58% of the respondents indicated that the head teachers were able to establish ways in which the use of teaching resources influenced students' KCSE geography performance in their current school.

4.3.2 Demographic data of Geography teachers

The demographic data was based on their gender, professional qualification and experience as Geography teachers. To establish the gender of teachers, they were asked to indicate it. Their response is presented in the table below.

Figure 4.5: Distribution of teachers of Geography by Gender

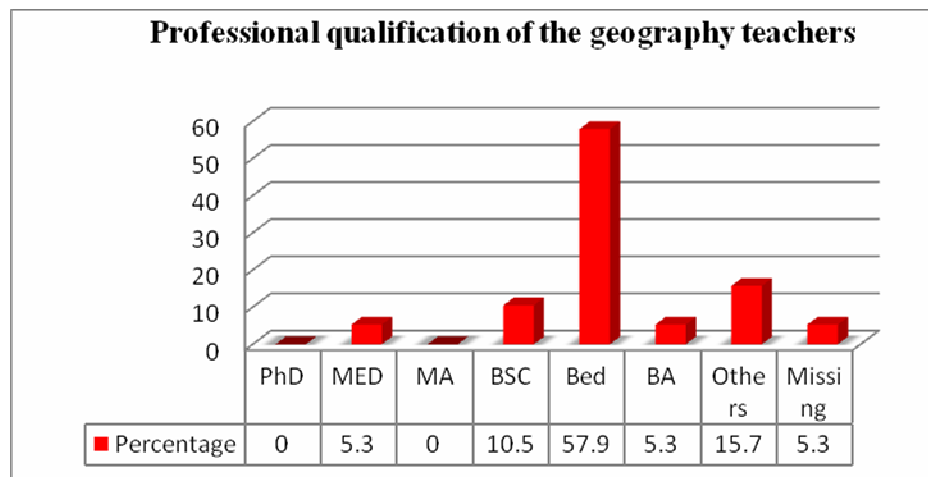


Source: Author, 2013

Data on the gender of teachers indicated that 14 (73.7%) were males. The data shows that there is gender disparity in the teachers who teach geography as a subject in public secondary schools in Migori district. When asked to indicate how teachers' gender influence students decision in taking geography as a subject in the school, the respondents indicated that most male teachers tend to be hands-on with geography while female teachers tend to not be involved in geography as a subject. Gender 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.

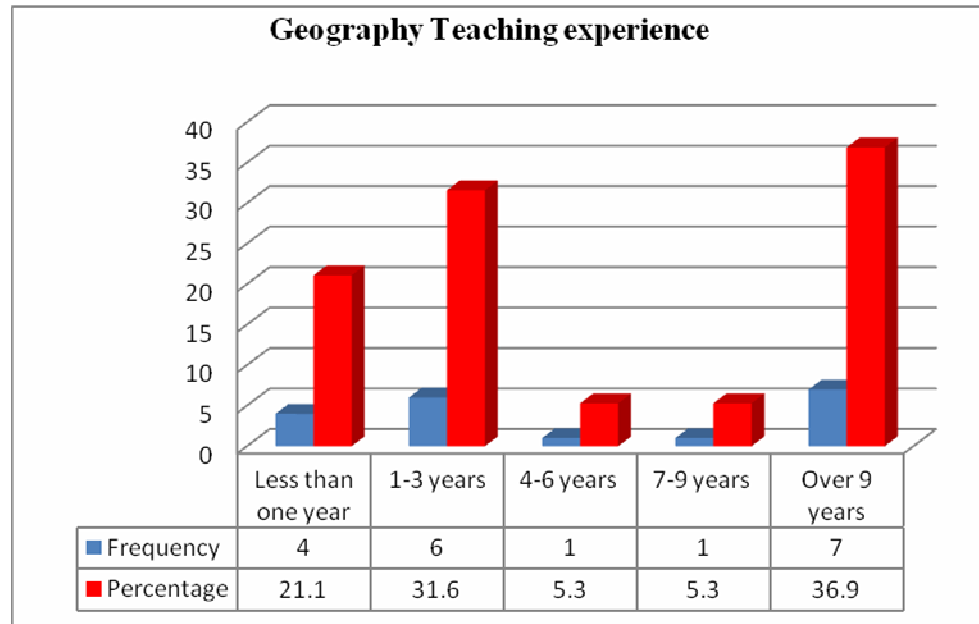
Figure 4.6 Distribution of teachers of Geography by professional qualification



Source: Author, 2013

The results of the geography teachers on their professionals indicated that majority were holders of bachelor of education degree with only represented by 57.9% of the respondents, geography teachers with other qualifications were represented by 15.7% of the respondents. The geography teachers who were bachelor of science holders were represented by 10.5% of the respondents. This implies that a majority (57%) of teachers were qualified, had competent teaching methodologies that influence students' performance in KCSE geography and they were resourceful in learning and teaching resources.

Figure 4.7: Distribution of the Geography teachers according to their experience



Source: Author, 2013

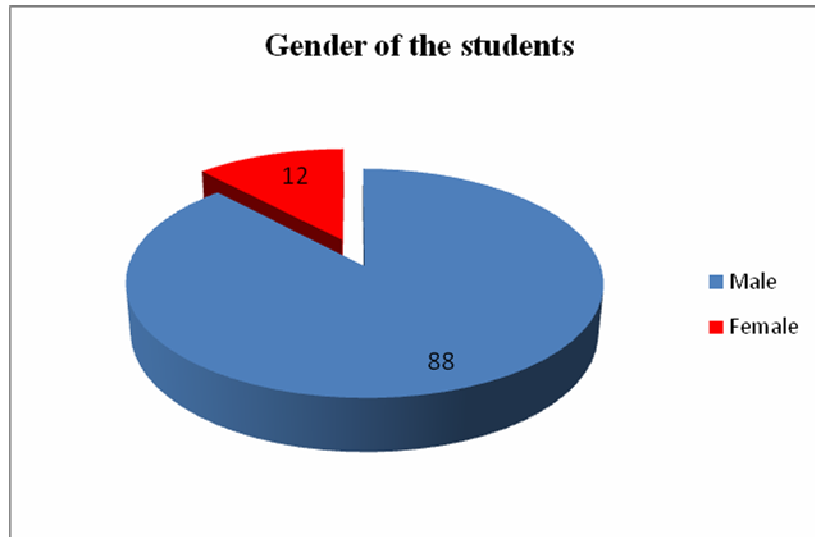
The study sought to find out the teaching experience of the geography teachers. The majority (36%) of the respondents had a teaching experience of over 9 years and hence the teachers were able to understand students’ attitude towards geography, their teaching methodology towards the subject and their experience over the years in teaching geography as a subject hence influence student KCSE performance in geography.

4.3.3 Demographic data of Students

The demographic data was based on their gender, age, students’ guidance to select geography and rate the extent to which teaching method was frequently used.

Their response is presented in the table below.

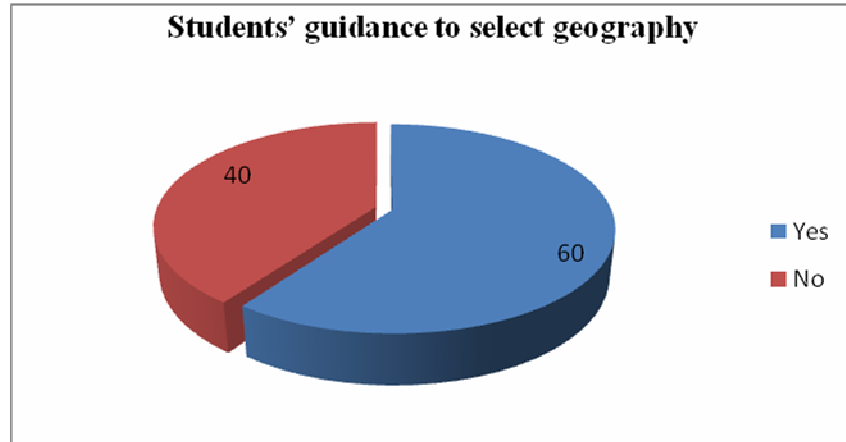
Figure 4.8 Gender of the students



Source: Author, 2013

The study sought to find out the gender of the students doing geography in different schools. The majority of the students were males at 88% of the respondents while the females were represented by 12% of the respondents. This indicated that the males thrive in geography and prefer the subject more compared to the female counterpart. The females' students' attitude towards geography showed that they preferred not to have the subject because it was difficult to understand it and hence the male students dominated the field as shown by the figure above.

Figure 4.9: Students' guidance to select geography



Source: Author, 2013

Data on the student guidance to select Geography indicated that 60% of the respondents indicated that they were given guidance to choose geography by the teachers in their school; while 40% of the respondents indicated that they did not get any guidance from their teachers. This indicated that the students were given guidance in selecting geography as a subject of choice in their schools and hence this improved the students' attitude towards geography hence improving performance in KCSE.

4.4 Teaching resources influence students' performance

Teaching and learning resources were rated on how adequate they were for teaching students. The data is presented in table 4.3 below.

Table 4.3 Teaching/ learning resources

Learning Resources	Adequate	Inadequate	Mean
Text books	12	12	1.4
Field work equipment	12	12	1.4
Cartographic instruments	12	12	1.4
Budget for trips	13	11	1.3
Laboratory	12	11	1.2

Source: Author, 2013

According to the study findings on whether teaching or learning resources influences students' KCSE performance, the geography teachers rated the learning resources as adequately used in the schools. The textbooks, field work equipment and educational trips were adequate while cartographic instruments and laboratory were not applicable in most schools due to inadequate resources to support these facilities of learning.

The extent to which teachers follow the following teaching methods as rated by the students

This section represents the responses of the students on the extent to which teachers follow the teaching methods. The data is presented in table 4.4 below.

Table 4.4 Extent teachers follow teaching methods

	Quite often	Often	Less often	Never	Mean
Lecture	299	77	37	37	1.58
Discussion	127	87	189	47	2.34
Question and answers	65	321	40	24	2.05
Demonstration	56	170	190	34	2.45

Source: Author, 2013

According to the study findings, the teaching methods that the students felt were most effective and was employed in teaching geography in class were as shown in the table above. The majority (66%) of student respondents felt that lecture was the most frequently used method employed in geography class with a mean of 1.5. The students indicated that the most frequently used method of teaching in their schools was lecturing hence it was employed as a teaching methodology that influenced students' KCSE performance in geography.

4.5 Students' Attitude towards Geography

The extent to which students' attitude towards geography influences their KCSE performance in geography

The respondents were asked to indicate the extent of literacy in the following aspects of students' attitude towards geography influences their KCSE performance in geography in a five point Linkert scale. The range was 'strongly agree', agree, neutral, disagree and strongly disagree. The scores of 'disagree' and 'strongly disagree'; were taken to present a variable which had an impact to a strongly disagree (S.D) (equivalent to mean score of 0 to 2.5 on the continuous Linkert scale ;($0 \leq S.D < 2.4$).

The scores of 'neutral;' were taken to represent a variable that had an impact to a neutral (N) (equivalent to a mean score of 2.5 to 3.4 on the continuous Linkert scale: $2.5 \leq N < 3.4$). The score of 'agree; and strongly agree' have been taken to represent a variable which had an impact to a large extent (S.A) (equivalent to a mean score of 3.5 to 5.0 on a continuous Linkert scale; $3.5 \leq S.A < 5.0$). A standard deviation of >1.5 implies a significant difference on the impact of the variable among respondents.

Table 4.5 Students' attitude towards geography

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean
Through geography one acquires basic knowledge for career choice	127	177	41	38	67	2.42
Geography contributes positively in transformation of oneself, and well-being of society	27	317	63	17	26	2.32
Geography makes learners aware of their environment	36	119	86	4	205	3.49
Geography is an important subject	61	352	25	12		1.97
Geography should be made compulsory	6	116	328			2.71
Geography is only useful in boosting mean	12	49	7	369	13	3.71
Teaching geography wastes student's time	1	56	140	252		4.51
Students perceive geography teachers as role models	27	317	63	17	26	2.32
Learning facilities in geography is inadequate	12	49	7	369	13	3.71

Source: Author, 2013

The study sought to find out Students' attitude towards geography how it influenced their KCSE performance in geography. The results were tabulated on the table above. For example, the majority of the students indicated that through geography one acquires basic knowledge for career choice with a mean of 2.42 hence indicated that the majority of the students agreed that through geography one acquires basic knowledge for a career choice. This greatly achieved the improvement of students' attitude towards geography hence better performance in KCSE geography.

4.6 Teaching methodology influence students' KCSE performance

The study sought to establish the teaching methodology students felt were most influential in students' KCSE performance in geography. The table 4.6 shows the frequency of how the students selected frequency of the use of teaching methodology and the calculated mean.

Table 4.6 Teaching methodology influence students' KCSE performance

Teaching methodology	Students				Mean
	Quite often	Often	Less often	Never	
Lecture Methods	299	77	37	37	1.58
Discussion	127	87	189	47	2.34
Question and answer	65	321	40	24	2.05
Demonstration	56	170	190	34	2.45

Source: Author, 2013

The majority of the respondents said that lecture methods was most used hence it was most influential in their performance. The table shows that lecturer method was quite often utilized with a mean of 1.58. The students preferred lecturing teaching methodology because it provided room for study ahead of the class for better understanding while the teacher gave the lecture. Reading before class improved on the students' attitude towards the subject and it was a way of utilizing the learning resources such as books provided by the school hence influencing students' KCSE geography performance.

Table 4.7 Teaching methodology influence students' KCSE performance

Geography teachers					
Teaching methodology	Quite often	Often	Less often	Never	Mean
Lecture method	5	11	3		1.89
Small group discussion	5	6	7	1	2.21
Question and answer	8	6	5		1.84
Demonstration	9	7	1	2	1.79

Source: Author, 2013

The study sought to find out the teaching methodology that is often used by the geography teachers in their schools. The study found out that lecture method was often used with a mean of 1.89. The table above shows how frequent teaching methodologies were used in geography classes. From the study findings, the

teaching and learning resources influenced students' KCSE geography performance by providing the best resources and teaching methodologies influenced the students' and teachers attitude towards the subject hence a general improvement in performance of geography.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the data findings presented in the previous chapter, conclusions and recommendations there-to. The chapter is, thus, structured into summary of findings, conclusions, and recommendations of research findings and further research.

5.2 Summary

The purpose of the study was to establish the factors influencing students' KCSE performance in geography in public secondary schools in Migori District, Kenya. To achieve this, research questions on the influence of teaching/ learning resources, the influence of teacher's teaching methodology, the influence teachers' teaching experience, and influence of students' attitude and teacher's attitude on performance in KCSE geography were formulated.

Literature and empirical studies reviews pointed the great importance to the study and how it establishes the kind of interaction taking place in public secondary schools with regards to geography as a compulsory subject at form 1-2 and an elective subject in group 3 at KCSE from form 3-4. As noted, the literature available has shown various opinions from different people on the role of the interactions of various factors on performance. This review prompted the researcher to employ the Bandura's (1993) Social Cognitive Theory. The study

adopted a descriptive survey design to establish the factors influencing the students' KCSE geography Performance, in Migori District, Kenya. The study was conducted in public Secondary schools in Migori district, from which 40 head teachers, 80 geography teachers and 2400 Students were targeted. Out of the total population, a sample of 12 head teachers, 19 Geography teachers and 450 students were selected. Data were collected from them using questionnaires, interview schedule and a document analysis guide, coded and classified into major themes from which a summary was made.

Quantitative data was analyzed using descriptive statistics supported by tables, graphs, frequency distributions and percentages. Data analyzed formed the basis of research findings, conclusions, and recommendations of the study. The findings on the highest professional qualifications revealed that head teachers had a minimum qualification to head secondary schools and therefore failure of geography subject to perform could not be very much attributed to their professional qualifications.

The findings obtained from the head teachers, Geography teachers, and students indicated that teaching/learning resources were inadequate in most secondary schools in Migori district. The study further revealed that text books, cartographic equipments, geography laboratories were inadequate and by large extent some were not applicable in most schools. The study also established that students' attitude towards geography largely contributed to the performance of the students

in the schools, availability of learning resources to both the students and teachers also contributed to the performance of geography in the schools.

Findings in the previous chapter show that performance is a function of how factors such as student's characteristics, teacher's characteristics and Teaching/Learning resources interact in the school environment. If the interaction is healthy, the performance should be good. Teachers are also special resources in teaching and learning. The study findings, further, reveal that teaching was a cultural practice and changing cultural practices was notoriously difficult, (Gallimore, 1996). Gallimore adds that people learn to teach in part, growing up in a culture by serving the apprentices for 12 years or more when they themselves were student. When they face new challenges of the classroom, they often abandon new practices and revert to the teaching methods their teachers used. The negative attitude therefore jeopardizes professional standards by influencing effectiveness of teaching methods and performance of students.

5.3 Conclusions

The study concludes that performance is a function of how factors such as student's characteristics, teacher's characteristics and Teaching/Learning resources interact in the school environment. If the interaction is well nurtured, the performance of the school should be good. Teachers are special resources in teaching and learning of geography as a subject and this applies to all other subjects taught in schools. The availability of adequately trained teachers is crucial for the proper implementation of a curriculum innovation. The experience

of a teacher in the school environment influences students' performance as the teachers tend to connect with the students hence inspires the students to learn freely in an environment that they have the support and encouragement from teachers.

The curriculum implementation theory propounded by Gross et al,(1992) states that implementation of any educational programme envisages inter alia the question of teacher competence and capability as well as compatibility with the organizational arrangement and the clarity of the implementer(teacher) on what is to be done. The training of teachers, which is mainly attached to one's qualification, goes a long way in equipping the teachers with knowledge and skills to enable them handle the task ahead of them.

The study established that performance of the students' KCSE geography in public secondary schools in Migori District is affected by the students' attitude, teachers' teaching experience and teachers' attitude towards the geography. Teachers guide the students and nurture them to develop towards a certain direction hence they can stir the students attitude in loving and enjoying taking geography as a subject in high school.

The study concludes that Secondary students' performance in KCSE Geography exams can be improved. Improving performance, therefore depends on changing some of these influences pedagogically, the challenge is to; get the learner to believe in his or her personal capabilities to successfully perform a designated

task; provide environmental conditions such as instructional strategies and appropriate technology that improve the strategies and self-efficacy of the learner and provide opportunities for the learners to experience successful learning as a result of appropriate action. According to Bandura, a person's attitudes, abilities and cognitive skills comprise what is known as self- efficacy. Virtually all people can identify goals they want to accomplish, things they would want to change and things they would like to achieve. People with strong self-efficacy: view challenging problems as tasks to be mastered, develop deeper interest in the activities in which they participate, form a stronger sense of commitment to their interest and activities and recover quickly from setbacks and disappointments. Head teachers, geography teachers and students alike have the capacities to change this dismal performance of geography.

5.4 Recommendations

Based on the findings and conclusions presented above, the study makes the following recommendations:

- i) that more female teachers 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. The government through the TSC should recruit the teachers.
- ii) The government should take an initiative to ensure that the problem of inadequacy of teaching /learning resources is eradicated. There is need to sensitize

the parents and the community on the provision of adequate teaching /learning resources in public secondary schools. The government should endeavour to source funds from donors, well-wishers, and NGOS to diversify provision of appropriate facilities. This will supplement funds released from the government kitty which is insufficient to put in place learning resources for geography education. These resources should be readily available for both the students and teachers for study, understanding and research reference for geography.

iii) The teaching methodology should be well diverse to cater for the needs of the students. To achieve this, the government should provide funds for re-training of geography teachers, as the findings revealed that a good percentage of the teachers had not attended any in service training in the recent past.

5.5 Suggestion for further study

The study recommends further research in the following areas:

i)An evaluation on the role played by other stakeholders such as parents in students' school life especially in support and encouragement to perform better in geography.

ii) A study needs to be carried about specific gender related issues on student performance in KCSE geography, focusing on the boy child or the girl child.

iii) The replication of this research study in other areas in Kenya.

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APPENDICES

Appendix A: Interview Schedule for Head teachers

School.....Name.....

Date.....Gender.....

1. What is your highest professional qualification? PhD Degree [] Med []

MA Degree [] Bed Degree [] BSC Degree []

BA Degree [] Dip in Education []

Others (please specify).....

2. For how long have you served as a head teacher?

Less than a year [] 1-3 Years [] 4-6 Years [] 7-9 Years [] Over 9 Years []

3. How long have you been a head teacher of this school?

1-3 years [] 4-6 years [] 7-9 years [] Over 9 years []

4. What subjects were you trained to teach?

5. How can you rate the performance of Geography in this school for the last 3 years?

Good [] Average [] Poor []

6. What factors influence students' performance in Geography in your school?

7a) how often do your geography teachers attend in-service course?

b) When did they attend the last in-service course?

8. What have teachers reported to you about teaching geography?

9. What recommendations can you give to enhance geography performance in your school?.....

.....

10. Do you think that the training of teachers has influenced your students' performance in geography? Yes [] No []

If yes, explain.....

.....

Thank you.

Appendix B: Questionnaire for Geography Teachers

INSTRUCTIONS

1 Fill the spaces provided or tick inside the brackets [] or in the tables as appropriate.

2 Feel free to give any other information that is relevant to the study and may not have been catered for in the questionnaire.

PART 1: DEMOGRAPHIC INFORMATION

1).What is the name of your school?

2).What is your gender? Male [] Female []

3).What is the highest level of your professional qualification?

PhD []MED []MA []BSC []Bed []BA []

Others specify.....

4).What subjects do you teach?

5).How many years of teaching experience do you have?

Less than one year []1-3 years[]4-6 years[]7-9 years[]Over 9 years []

6).How many years have you taught Form four Geography?

Less than one year []1-3 year[]4-6 years []7-9 years [] Over 9 years []

7). How many times have you attended in service course related to Geography?

Not attended []Over two years[]between 1 and 2 years[]

8). Are you a trained KNEC Geography examiner? Yes [] No []

PART II: TEACHING / LEARNING RESOURCES

Teaching/Learning Resources	Adequate	Inadequate	Not applicable
i)Text books			
ii)Field work equipment			
iii)Cartographic instruments			
iv)Budget for trips			
v)Laboratory			

10).How often do you use teaching aids?

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

11a).Do you coach Form four students in Geography? Yes [] No []

b) If yes, are you given a concession in form of reduced lessons or exemption from lower class so as to give you time to maximize your work of coaching? Yes [] No []

12a). Are you rewarded for making students achieve high marks in KCSE examinations? Yes [] No []

b) If yes, how are you rewarded?

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

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

14). List Geography books that are available to both students and teachers in your school.

Title and the Publisher	Form	Number Required	Number available
i)School Certificate Geography 1 by East African Educational Publishers [EAEP]	1		
School Certificate Geography 2 by EAEP	2		
School certificate geography 3 by EAEP	3		
School Certificate Geography4 by EAEP	4		
ii)Certificate Geography by Oxford University press (OUP)	1		
Certificate Geography by (OUP)	2		

Certificate Geography by (OUP)	3		
Certificate geography by (OUP)	4		
iii)Secondary Geography by Kenya Literature Bureau(KLB)	1		
Secondary geography Book2 by (KLB)	2		
Secondary Geography Book3 by (KLB)	3		
Secondary Geography Book4 by (KLB)	4		
iv) Focus on Geography by Focus publications	1		
Focus on geography by Focus publications	2		
Focus on Geography by Focus Publications	3		
Focus on geography by Focus publications	4		

v) comprehensive secondary geography by Longhorn Kenya publishers	1		
Comprehensive secondary geography by Longhorn publishers	2		
Comprehensive secondary Geography by Longhorn publishers	3		
Comprehensive secondary geography by Longhorn publishers	4		
vi) Foundation geography 1 by JKF Foundation geography 2 by JKF	1 2		
Foundation geography3 by JKF	3		
Foundation geography4 by JKF	4		
vii) Moran Secondary Geography1 by Moran	1		

publishers			
Moran secondary geography 2 by Moran publishers	2		
Moran secondary geography 3 by Moran publishers	3		
Moran secondary geography 4 by Moran publishers	4		
Others	1-4		

15a) How much time is allocated in your school for Geography in the following classes?

Form 1-2..... periods per week

Form 3-4 periods per week

15b)Is the time allocated always used for Geography? Yes [] No []

c) Do you find the time allocated adequate to cover the syllabus adequately?

Yes [] No []

d) If your answer is no, suggest how you could solve this problem.....

.....

.....

.....

16. A part from books, do you have other relevant teaching facilities for Geography? Yes [] No []

PART III: TEACHERS ATTITUDE TOWARD GEOGRAPHY

17. What is your attitude to teaching geography as a KCSE examinable subject?

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

18. For each of the following statement, kindly respond using a Tick (✓) to indicate whether you strongly Agree [SA], Agree [A], Undecided [U], Disagree [D], or Strongly Disagree [SD] with the statement given.

Statement	SA	A	U	D	SA
i) A good school should include geography as a subject in the syllabus.					
ii) teachers trained as geography examiners are likely to make students perform in KCSE geography Exams					
iii) most students perform poorly in geography because of poor syllabus coverage					
iv) Teachers who instruct their students on how to answer questions make them have positive attitude towards geography.					
v) Teaching geography is fun and fascinating.					

vi) Geography syllabus is too broad and difficult to be completed without extra time.					
vii) Students do well because of up to date teaching and revision books.					
viii) Geography teaching is a waste of valuable school time.					
ix) Absenteeism causes poor performance in Geography					
x) Geography is a boring and an abstract subject					
xi) Geography is a subject in the school that I have enjoyed teaching.					
xii) I feel comfortable during geography lessons					
xiii) I have never liked geography as a subject.					
xiv) Students do poorly in geography because of poor mastery of English language.					
xv) Geography is poorly performed because of negative attitude to geography shown by lack of revision.					
xvi) Training as a KNEC examiner enhances attitude to the subject.					

SECTION C: TEACHER' S PERFORMANCE

19a) Do you teach, extra hours in this School? Yes [] No []

b) Are you paid for this? Yes [] No []

20. How do you rate the performance of students in geography in KCSE?

Good [] Average [] Poor []

21. What does the head teacher do if he discovers that teachers have problems in the school? For example coming late or not teaching every day?

Warn the teacher [] Advise the teacher [] Ignore the problem []

Others (please specify).....

22 What teaching method do you employ in teaching geography in class? (Use Quite often=Q OFT, Often=OFT, Less often= LOFT, Never=NEV to indicate frequency)

Lecture method Q OFT [] OFT [] L OFT [] NEV []

Small group discussion Q OFT [] OFT [] L OFT [] NEV []

Question and answer Q OFT [] OFT [] L OFT [] NEV []

Demonstration Q OFT [] OFT [] L OFT [] NEV []

23. In your opinion, what should the principal do if he or she discovered that the teacher has failed in his or her duty?

Interdict the teacher [] warn the teacher [] ignore the problem [] advice the teacher []

Others specify.....

.....

24. What do you consider to be the major factors that influence the teaching of Geography in the school?.....

.....

25. If you had a choice, would you remain in this school or seek transfer?

Yes [] No []

Thank you.

Appendix C: Document Analysis Guide

Name of school.....

KCSE PERFORMANCE FROM 2007-2012 IN GROUP3 SUBJECTS

YEAR	M.S.S IN GEOGRAPHY	MSS IN C.R.E	M.S.S IN HISTORY AND GOVERNMENT
2007			
2008			
2009			
2010			
2011			
2012			
Subject Mean For The Six Years			
Position			
Researcher's comment			

Appendix D: Questionnaire for Students

Instructions:

The questionnaires contains structured questions which have several answers and unstructured questions that you will answer by writing your response in the space provided please tick (✓) the choice you have made.

PART I. DEMOGRPHIC INFORMATION

1).Name of your school.....

2).What is your gender? Male [] Female []

3).What is your age? 10-15years [] 16-20 years [] 21-25 years [] Any other specify

4. Is Geography compulsory in form 3 and 4 in your school? Yes [] No []

5. Are students given guidance to choose geography by the teacher in your school?

Yes [] No []

6. To what extent do teachers use the following methods in teaching geography?

Indicate the frequency by using; Quite often=QOFT, Often =OFT, Less often=L
OFT and Never=NEV.

Lecturing Q OFT [] OFT [] L OFT [] NEV []

Small group discussion Q OFT [] OFT [] L OFT [] NEV []

Question and answers Q OFT [] OFT [] L OFT [] NEV []

Demonstration Q OFT [] OFT [] L OFT [] NEV []

PART II: STUDENT'S VIEWS AND ATTITUDE TOWARDS GEOGRAPHY

Below are statements which require you to indicate your level of agreement or Disagreement, with the views expressed. Read each statement carefully and then tick (√) whether you strongly agree (SA), agree(A), Neutral(N), Disagree (D), strongly disagree (SD).

STATEMENT	SA	A	N	D	SD
i) Through geography one acquires basic knowledge for career choice					
ii) Geography contributes positively in transformation of oneself, and well-being of society					
iii) Geography makes learners aware of their environment					
iv) Geography is an important academic subject.					
v) Geography should be made compulsory.					
vi) Geography is only useful in boosting mean					
vii) Teaching geography wastes student's time.					
viii) Students perceive geography teachers as role models.					
ix) Learning facilities in geography is inadequate.					
x) The content in geography syllabus is too much					

APPENDIX F: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/551**

Date: **3rd May, 2013**

Josephat Ochieng Kojweke
University of Nairobi
P.O.Box 92-0902
KIKUYU

RE: RESEARCH AUTHORIZATION

Following your application dated *19th April, 2013* for authority to carry out research on "*Factors influencing students' KCSE performance in Geography in Public Secondary Schools in Migori District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Migori District** for a period ending **31st December, 2013**.

You are advised to report to **the District Commissioner and the District Education Officer, Migori District** before embarking on the research project.

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

DR. M. K. RUGUTT, Ph.D, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Migori District

Appendix E: Research Permit

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/551


Date of issue 3rd May, 2013

Fee received KSH. 1,000



THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Josephat Ocheing Kojweke
of (Address) University of Nairobi
P.O. Box 92-0902, Kikuyu.
has been permitted to conduct research in

Location
Migori District
Nyanza Province



on the topic: Factors influencing students' KCSE performance in Geography in Public Secondary Schools in Migori District, Kenya.

Applicant's Signature 
Secretary 
National Council for Science & Technology

for a period ending: 31st December, 2013.