

**FACTORS INFLUENCING STUDENTS' KENYA CERTIFICATE OF  
SECONDARY EDUCATION PERFORMANCE IN GEOGRAPHY IN  
CHANGAMWE DISTRICT, MOMBASA COUNTY, KENYA.**

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Curriculum Studies**

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## DECLARATION

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

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## **DEDICATION**

This work is dedicated to my beloved children Onesmus, Dorcas and Esther.

## **ACKNOWLEDGEMENT**

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

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## ABSTRACT

The purpose of this study was to investigate the factors that influence students' Kenya Certificate of Secondary Education (KCSE) Geography performance in Changamwe district, Mombasa county Kenya. The objectives of the study were to determine ways in which teaching methodology influence students' performance, determine ways in which teachers' experience influence students' performance in geography, establish ways in which teaching/ learning resources influence students' performance, establish the influence of school principals and Head of Departments (HODs) on students' KCSE geography performance and to establish how students' attitude towards geography influences performance. The study adopted a descriptive survey research design. The design was appropriate for the study because the researcher was studying circumstances which had already occurred and as they exist in schools. Purposive sampling was used to select teachers, principals and learners. The researcher purposively selected 15 schools, 15 principals and 15 HODs, and 30 form 3 – 4 geography teachers. The researcher randomly selected 10 girls and 10 boys all form four geography students from the 15 sampled schools giving a total of 300 students. The study analysis used both qualitative and quantitative approaches. The study established that there were more male teachers than female teachers. Many teachers (27%) employ lecture method compared to other methods when teaching geography. More experienced teachers influence students' performance positively. The study concludes that education inputs of the student, the teacher, teaching methods, learning resources, the school facilities and the school environment are factors that influence performance. The study recommended that more female teachers to be employed because they act as role model to female students. The study also recommends that the government to provide with adequate which learning resources which will be readily available for both students and the 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 ahead of the teacher 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 with 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**

**CRE-** Christian Religious Education

**DEO-** District Education Officer

**DQASO-** District Quality Assurance and Standard Officer

**GOK-** Government of Kenya

**HOD-** Head of Department

**KICD-** Kenya Institute of Curriculum Development

**KNEC-**Kenya certificate of Secondary Education

**MOE-** Ministry of Education

**NACOSTI-** National Commission for Science Technology and Innovation

**SPSS-**Statistical Package for Social Sciences

**TSC-** Teachers Service Commission

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Globally, the teaching of geography has four aims. The first aim is to develop in young people a knowledge and understanding of the place they live in, of the people and the places, and of how people and places inter-relate and inter-connect, of the significance of location; of human and physical environments of people - environment relationships; and of the causes and consequences of change. The second aim is to develop the skills needed to carry out geographical study for example geographical enquiry, map work and field work. The third aim is to stimulate an interest in, and encourage and appreciation of the world around us. Lastly, it is to develop an informed concern for the world around us and an ability and willingness to take positive action, both locally and globally (Clifford 2011).

Geography is one of the ten compulsory subjects in the British National curriculum. It is taught to British school children almost right from the start of their schooling at age five. According to Clifford (2011) every state school in England follows 'National curriculum,' a set of guidelines issued by the Department for Education and Employment (DfEE) in London. It is split into three areas: Key stage 1 for five to seven year olds, Key stage 2 for seven to eleven year olds (primary school children) and Key stage 3 for eleven to fourteen year olds (high school children). Geography subject is a worldwide component of all forms of education systems.

Comparatively, the objectives of teaching geography in a global perspective are almost the same or similar as those of African countries but differ in semantic or

language presentation (Nellis and Duane, 1995). According to Okpala et al (1990) geographical education in Africa particularly in Nigeria started in the second half of the 19<sup>th</sup> century. Like many other African countries depending on the colonizer, Nigerians geography in secondary education was established while that country was a British colony, it resembles the British system. It was among the primary school subjects essential for producing interpreters and court clerks for effective administration of the colonial government. Nigerian geographers (Ologe et al, 1984) agree that geography, unlike such professional disciplines as engineering, medicine, architecture, pharmacy or law, does not lead directly to profession but that the discipline does make valuable contributions to individual and national development. Geography is one of the nine basic subjects that a student can take in secondary school in Nigeria.

In Kenya, the objectives of teaching geography are crafted with the needs of the country as main considerations. The objectives are meant to acquaint the students with living conditions of people in different parts of the world, acquire knowledge of natural resources and understand how environment and climatic factors have influenced our life. They have to acquire knowledge of their physical and social environment and thus broaden their outlook. This will help them understand basic concepts, principles and theories relating to geographical phenomena. Through this interaction, they are able to be trained in nature study. Their training in nature study empowers them in thinking, reasoning and memory. It also equips them with power of imagination.

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). 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 is one of the subjects in secondary school curriculum that the researcher is set to discuss in this paper. It is one of the elective subjects. Oluoch (2006) observes that elective subjects should be made available as this is one of the best ways of taking care of variation in schools and making education relevant to more people. Students' performance in geography both formative and summative examination has been identified as a significant predictor of preference for geography related careers among the secondary school students. However, it has been noted that students' geography performance in KCSE has been comparatively declining in relation to other humanities such as Christian Religious Education (CRE) and History and Government. Poor performance in geography is of critical concern as most students who leave school with poor performance cannot compete effectively in the job market. Good performance in KCSE examination most often leads to a better job which ensures better standards of living thereafter.

Kimani (1991) asserted that the foundation stone of scientific and technological advancements has strong background knowledge in geography. Kenya should embrace itself to realization of Vision 2030 through scientific and technological disciplines like geography as it's a science oriented subject as foresaid. Okumbe (2007) observes that 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, just like an industry does. Those 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.

Good performance in both internal and external examination in geography creates a commitment and desire to pursue the subject to the higher level for career purposes. Average performance as stated by Bell (1993) can be detrimental to students in opting a subject from a variety of choices. Students in most cases benefit from teacher's attitude to a subject especially when giving tuition that is meant to ensure the student achieves or scores high marks in a subject. The teachers' qualification, teachers' subject teaching methodology, liking and opting are other factors that influence performance by an individual geography student.

The primary purpose of this study therefore is to investigate the factors which are currently influencing students' performance of geography in KCSE in Changamwe District. This arose after it was noted that the enrollment and performance of geography has continued to drop down in secondary schools in Changamwe District which has caused concern among the stakeholders.

According to the year 2012 KCSE Kenya National Examinations Council report, the candidature in geography decreased from 121,142 in 2011 to 117,731 in 2012 countrywide compared to History and CRE which increased from 115,923 in 2011 to 293,172 in 2012 and 289,471 in 2011 to 316,403 in 2012 respectively among the humanities. A report from Quality Assurance and Standards Officer (QASO) Changamwe on 2012 KCSE analysis shows a dismal number of entrants of geography compared with other humanities. Geography had 301 candidates, History had 639 and

CRE 537 respectively. This trend was noted to be the same in the previous years. The enrollment indicates the reluctance of students' choice of geography among the electives. The performance of geography subject in KCSE in the same year, 2012, had a lower mean score compared to the other humanities. Geography had a mean score of 3.073, History 4.149 and CRE 4.883. The performance of students in KCSE is expected to be a maximum of grade A, which translates to 12 points. Most of the secondary schools in Chagamwe District are only able to score between 3.0 and 4.0 in geography which translates to D+. On the other hand, the other humanities score 5.0 which is a C-. This has prompted a study to be carried out so as to establish the major factors that affect the performance of geography in the district.

The major concern of this study was to investigate ways in which teaching methodology influences students' KCSE performance in geography, the effects of teachers' experience in influencing students' performance in geography and establish ways in which teaching/learning resources influence students' performance in geography in Chagamwe district. The researcher will also establish the influence of school principals and HODs on students' performance in geography and how students' attitude towards geography influences performance in the subject.

## **1.2 Statement of the Problem**

According to Ondigi (2002), Geography is essential to our Education because it helps students to make a positive mark about the world and seek to offer solutions to existing problems in the environment. Despite the rationale for teaching geography to attaining the overall education goals in secondary school syllabus Chagamwe still has dismal performance in geography in National examinations. Geography as a subject demands high motivation for teachers and well organized resources. Low



student achievements are often blamed on the quality and motivation of the teachers and how a geography teacher is supported by the school principal and the HOD. Geography demands resources such as laboratory, fieldwork equipment, cartographic instruments and budget for trips for students to perform well in the KCSE. The overall problem is that the main factors currently influencing learners' performance in geography as one of the elective subjects in secondary school curriculum has not been explored adequately, Obiero (2009).

**Table 1.1: Mean Subject Score in KCSE Group 3 subjects from 2008-2012**

YEAR	GEOGRAPHY					HISTORY					CRE				
	CHA	LIK	KIS	MVI	M/S	CHA	LIK	KIS	MVI	M/S	CHA	LIK	KIS	MVI	M/S
2008	3.49	3.00	5.26	3.97	3.93	4.85	4.69	4.75	4.89	4.80	5.76	4.24	5.86	6.94	5.70
2009	3.27	4.19	5.21	4.41	4.27	4.59	4.58	4.03	5.54	4.69	5.03	5.37	5.00	6.25	5.41
2010	2.73	4.27	5.95	4.39	4.34	4.60	5.29	5.95	5.04	5.13	5.78	6.09	4.26	5.85	5.50
2011	3.31	4.07	5.93	5.25	4.64	3.77	3.14	4.32	5.00	4.06	4.80	4.89	5.83	6.03	5.94
2012	3.07	3.98	3.81	5.01	3.97	4.14	3.85	4.28	5.73	4.50	4.88	4.69	3.89	5.94	4.85
M/Score	3.18	3.90	5.23	4.60	4.23	4.39	4.37	4.53	5.24	4.63	5.25	5.06	5.00	6.20	5.38

**DISTRICTS (KEY)**

CHA-Changamwe                      LIK-Likoni                      KIS-Kisauni                      MVI-Mvita

Sources: DEO's Offices, Changamwe, Likoni, Kisauni and Mvita districts (2014)

In 2012 KCSE results, the highest mean score in the district in geography was 3.073 while in History it was 4.149 and in CRE it was 4.883 as reported by the District Quality Assurance Officers from the district after analyzing 2012 KCSE. The same phenomenon was observed in the previous year 2011. Students performance in geography in Changamwe district is lower compared to other districts. The mean score for the last five years is as follows; Changamwe-3.18, Likoni- 3.90, Kisauni- 5.23 and Mvita- 4.60 as reflected in Table -1

### **1.3 The Purpose of the Study.**

The purpose of this study was to investigate the factors that influence students' KCSE performance in geography in Changamwe district, Mombasa County – Kenya.

### **1.4 Objectives of the Study**

The research study sought to:-

- a) To determine ways in which teaching methodology influences students' KCSE performance in geography.
- b) To determine the ways in which teachers' experience in teaching geography influences students' KCSE performance.
- c) Establish ways in which provision of teaching and learning resources influence students' KCSE performance in geography.
- d) To establish the influence of school administration on students' KCSE performance in geography.
- e) Establish how students' attitude towards geography influences performance of geography in KCSE.

### **1.5 Research Questions.**

The following were the research questions of the study:

- a) To what extent does teaching methodology influence students' KCSE performance in geography?
- b) In which ways do teachers' experience influence students' KCSE performance in geography?

- c) In what ways do teaching/learning resources influence students' KCSE performance in geography?
- d) To what extent do the school principals and HODs influence students' KCSE performance in geography?
- e) How does students' attitude towards geography influence KCSE performance of geography in Changamwe district?

### **1.6 Significance of the Study.**

The study highlighted factors that influence students' KCSE performance in geography in Changamwe district. The study was also expected to improve both theory and practice in the teaching of geography. This might lead to the improvement of strategies for the implementation of geography education by identifying the strengths and constraints in the implementation process.

To the M.O.E, the study could be of immediate benefit in the formulation of future policies aimed at enhancing students' performance in the subject. To the KICD, the study would help curriculum developers to re-examine the geography syllabus and improve some topics to enable coverage of the syllabus at the stipulated time or to consider allocating more instructional time instead of the current allocated time. The KICD might improve curriculum for pre-service and prepare for in-service courses for geography teachers.

### **1.7 Limitations of the Study.**

According to Mugenda & Mugenda (2003), a limitation is an aspect of research that may influence the result negatively but over which the researcher has no control.

Respondents who had already done KCSE Geography examinations were not captured due to time and inaccessibility. Instead, the researcher used form four students who had not taken their examinations. The sample size of the present candidates was not a true representative of the previous candidates. The data collection was done through the questionnaires developed by the researcher and the questions might not have been exhaustive enough to solicit for other important information best for the study.

### **1.8 Delimitations.**

Delimitations are boundaries of a study. The study targeted both public and private secondary schools in Changamwe District, Mombasa County. The researcher investigated the factors that influence students' KCSE performance in geography in Changamwe district. The respondents were geography teachers and form four students taking the subject. Other respondents were Heads of Geography Departments (HODs) and the Principals who are managers of the institution and who also determine resources allocation in the school budget.

### **1.9 Basic Assumptions of the Study.**

An assumption is a supposition that a fact is true. These were the assumptions of the study:

- a) That KCSE examinations are accepted instruments for judging student performance and are clear measures of academic performance, since validity and reliability is established prior to KCSE geography examination by KNEC.
- b) That many of the students and teachers in the sampled schools always cover the geography syllabus by the time they sit for their KCSE. That the teachers are

trained and both students and teachers attend classes for 39 weeks in an academic year.

### **1.10 Definitions of Significant Terms**

For the purpose of clarity in the research study, the operational terms used in the study were:

**Achievement Motivation:** The desire to excel in learning that arises from the need to be efficient and competent in tasks.

**Attitude:** A predisposition to act in a negative or positive way towards persons, objects, ideas or events.

**Core subjects:** The subjects in the curriculum that a student must enroll for KCSE.

**Elective subjects:** Subjects in the curriculum open to choice by students in KCSE.

**Enrolment:** The number of students who enlist in geography for KCSE in a school.

**Evaluation:** It is the systematic process of collecting, analyzing and interpreting information to determine the extent to which students are achieving instructional objectives.

**Motivation:** The degree of the desire to learn new things, to study, to be inquisitive about content taught and to cooperate with the teacher in the learning process.

**Performance:** Status of a student with respect to attained knowledge or skills as compared with other students and other schools' adopted standards. It is the grade attained by a candidate in KCSE.

### **1.11 Organization of the Study**

The study is organized into five chapters:

Chapter one consists of 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, delimitations of the study, assumptions of the study, definitions of significant terms and organization of the study.

Chapter two focuses on literature review, which begins with introduction followed by a literature review on; ways in which teaching methodology influences students' KCSE performance in geography, effects of teachers' experience in influencing students' performance in geography, teaching/learning resources influence on students' performance in geography, the influence of school management on students' performance in geography and how students' attitude towards geography influences performance in geography in KCSE. Finally the literature review section is followed by a summary of the literature review, theoretical framework and conceptual framework.

The third chapter dealt 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 the study, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the literature review is under the following headings: Influence of teaching methodology on students' KCSE performance in geography, Teachers' teaching experience and students' KCSE performance in geography, Influence of teaching/ learning resources on students' KCSE performance in geography, Influence of school principals and HODs on students' KCSE performance in geography and students' attitude towards geography on KCSE performance. Finally, summary of the literature review, the theoretical framework and conceptual framework.

#### **2.2 The influence of Teaching Methodology on students performance in geography**

A teaching method refers to the approach a teacher employs during a lesson Nasibi (2003). Almost all modern methods and procedures can be used to promote individual instructions in the classroom and socialization of the individual. One of the most important topics in the field of education is teacher quality and its impact on students' achievement. This has been exemplified through numerous researchers and theorists who concur that both quality teachers (Marzano, et al.2010) and teaching methods (Lunenburg & Irby, 2011) are significant classroom learning predictors. Despite the significance of quality teaching, there is little consensus among educational scholars on the precise definition of a "quality teacher" and "proper" methodology (Kelly, 2011).

According to Basha (1994), the methods used in teaching geography are lecture, demonstration or experimentation, project, question and answer (Socratic Method), discussion, excursion and historical. The teaching methods that enable learners to actively participate in learning should be adopted instead of those that reduce them to passive recipients of knowledge. The method should take cognizance of the learner's preferred learning style. In cases where teaching methods adopted are not consistent with learner's preferred learning styles, discomfort sets in and interferes with the learning process hence acquisition of desired geographical knowledge is impaired (Gopsill, 1973).

Education must begin with the student and must be adapted to needs and requirements of the student as he / she grows. A good method can only result from constant observation of the following broad principles. These include orderly procedures in teaching, an arrangement of the subject matter which will avoid waste of time and energy and a distribution of emphasis which will secure the greatest co-operation from the learners and maintain their active interest.

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 and students. 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.



As (Michael, 1987) states, most teachers use lecture method. It is probably the most popular and widely used. However, this method in its various form of presentation should be used to introduce new topics, summarize ideas and show relationship between the theory and practice. Effective use of lecture method calls for the teacher's sensitivity on the needs, potentiality, levels and learning styles of the students Nasibi (2003).Lecture method should not be utilized in every geography lesson but rather the teacher should choose the most appropriate method in line with the topic and the students. The question is, does a geography teacher command a repertoire of best teaching models, strategies and procedures and use them for classroom instruction? Students of geography who are exposed to good teaching methods tend to have higher test scores, higher self-esteem, improved social skills and greater comprehension of geography as a subject (Nasibi 2003).

### **2.3 Teachers Teaching Experience and students' KCSE Performance in Geography**

Experience is a reliable prediction of a person's ability to handle a certain job. The quality of education imparted to students by a teacher depends on the quality of the teacher. As pointed out by Odhiambo (2005), "The caliber of teachers in any school system forms important educational resources on school outcomes. The teacher's characteristics, perceptions and school resources will always translate learning gains to the students to the extent they are utilized in the process of instruction.

Parrot (1982), as quoted by Wanjala et al (2010), asserts that "as is the teacher so is the teaching". An experienced teacher tends to be creative, innovative and easily improvises teaching strategies to suit geography subject matter and content. On the other hand, an inexperienced or rigid teacher relies on traditional methods of teaching

which may be irrelevant or inapplicable in content and time. Lack of experience, for example a fresh graduate from college without the necessary teaching experience will have problems in presenting information to students or handling content in class. In essence, the teaching and learning of geography does not only take place in classroom, but in all spheres of life. He or she needs both the outside and inside classroom environment experience. Teachers with longer years of experience become more knowledgeable as they pause and take stock of what they do daily, discussing with colleagues what happens in their teaching process to come up with new strategies and develop new techniques from their experiences. They are able to focus their attention on learners and some of the features that appear to inhibit or facilitate learning. They are patient. Geography as a discipline is too wide and involves practical work. The teacher ought to be patient to handle students during supervised studies, field trips among other demands. Impatient teachers fail to deliver skillfully the content required. An experienced teacher is patient and creates more teacher-student contact hours to overcome the insufficient time allocation curriculum based problem.

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, et al (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, Sanders (2001) 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. Correspondingly, Darling-Hammond (2000) signified that the association between teaching experience and teacher effectiveness is not constantly linear and has an inclination to even out before decreasing. More recent studies of the relationship between teacher experience and student achievement have resulted in similar findings (Tran & Nathan, 2010).

#### **2.4 The influence of teaching – learning resources on students’ KCSE performance in geography**

According to Romiszowski (1968) and Ondigi (2002), learning resources are the materials used by both the teacher and the students in the classroom or outside the classroom to facilitate the learning process. The learning resources are paramount in that they motivate learners, facilitate learning, make learners come into contact with real things and all aspects of phenomena. By using varied learning resources, retention among students is high.

Davies (1975) defines a learning resource as an item or environment that has been structured so that a user may be expected to learn from it to achieve one or more defined goals. Performance is a function of how factors such as students’ characteristics, teachers’ characteristics and teaching/learning resources interact in the school environment. If the interaction or the system is healthy, the performance is always good. These resources include and not limited to: the print media like the text book, audio-visuals and broadcasted resources, community resources and guest speakers and three-dimensional materials like specimen, objects and realia which give students a real experience in their own environments. Others are geography room or laboratory/library and information technology.

Songole (1999) stated that the most teaching resource that distinguishes schools is the provision of textbooks. He added that good performance demands every school to be equipped with relevant textbooks. The other teaching learning resources today is the use of information technology in the teaching of geography if the students are to catch up with the rest of world. Learning is always passive and boring if learning resources are not incorporated effectively, organized and exploited in the learning process. The proper organization of learning resources and use appropriate teaching and learning strategy enhance acquisition of knowledge in a teaching-learning process. The availability of teaching and learning resources in geography makes a difference in the performance and achievement of students. According to Ayot (1992), the availability of adequately trained manpower is crucial for the proper implementation of curriculum innovation. Bishop, (1985) also asserted that human resources are important in curriculum implementation and attainment of syllabus objectives.

A variety of learning resources should be used in the teaching and learning of geography in schools to improve the performance of the subject. However, schools with abundant resources may not always utilize them efficiently and consequently fail to raise student's level of performance. On the other hand, schools with limited resources may utilize what they have efficiently and this may boost learning and students performance despite the deficiency in material provision. The availability of teaching and learning resources in geography makes the difference in the achievement of students (Ondigi 2002). Knowledge of teacher's subject matter and availability of teaching-learning resource is considered to be some of the most debatable issues. While it would appear that knowledge of subject matter and the availability of teaching-learning resources would be an irrefutable predictor of quality teaching and

achievement, research has shown that the connection between achievement, subject matter knowledge and availability of teaching-learning resources is inconsistent (Kansanen 2009). In the context of the above, the researcher wants to establish influence of the availability of teaching/learning resources and relevant physical facilities in geography performance.

## **2.5 The influence of School Principals and HODs on students' KCSE performance in geography**

Olembo (1997) attributed poor results to the “arm chair head teachers” who do not know what goes on in the classroom. It is important for a head teacher to supervise the curriculum program and give effective advice on programs that will improve teaching and learning in schools. This will enable the head teacher to identify specific curriculum needs and prepare a supervisory plan that will promote teacher/student achievement.

Shantz and Rideout (2003) ascertained that the fast and rapid expansion of education has led to appointment of head teachers who have not had the experience to execute their duties efficiently as it is expected of them. Geography as a subject is a victim of such principals. It is a subject of many denials. Denial for trips, lack of streaming/tracking of students, lack of teacher consultation, personal grudges and interference of extra -curricular activities. The success of development and provision of quality teaching of geography and excellence in National examinations depends on how the school principal and HODs are able to counter these challenges.

In most cases there are no funds for geographical trips. The principal of the school, the HODs among other things antagonize the geography teachers and students when such a request is presented to them. Lack of motivation or proper guidance on what

teachers and students should be doing affect the smooth learning resulting to poor performance in geography.

Personal grudges and interference of extracurricular activities affect the teaching of geography resulting to poor performance. Sports, music, drama festival, political rallies, the death of one of the teacher /student / neighbor can interrupt the smooth learning in the school if not managed well, There must be a plan in recovering the lost time. Thus, teachers end up not completing the geography syllabus or they rush through the content and such activities affect the teachers long term and short term goals. In the same depth, personal grudges between teachers themselves or between teacher and student can create an atmosphere that is not conducive to learning. Hatred among working staff does not build a good working relationship and therefore neither the teachers nor the students would be motivated to do better. Administrative role of the principal or head teacher involves planning, organizing, directing, controlling and management of all matters pertaining to education enhancement in the school. This implies that all activities done in the school are performed on behalf of the principal or head teacher.

Coleman shocked educators with his finding that school level characteristics mattered little in explaining student achievement (Coleman et al, 1966). He argued that schools had only a negligible effect on student performance and that most of the variation in student learning was a product of differences in family background. Edmonds (1979) was the first to dispute Coleman's findings. Edmonds set forth six effective school correlates-clear and focused mission, principal leadership, high expectations for student achievement, opportunity to learn and time on task, frequent monitoring of student progress and safe and orderly climate which seemed to refute Coleman.

Shantz & Rideout (2003) asserts that “the organization and management of schools places great responsibility on the heads and demands of him or her knowledge of administration.” The school principals can influence the students’ performance in the national examination. Yusuf (a former Kenya National Examination Secretary) said “Close examination of those schools which have consistently performed well in examination has revealed that strong and efficient leadership contributed to these good results.” (The Standard 22<sup>nd</sup> October, 2003). Yet many students continue to perform poorly in national examinations due to poor administration of the learning Institutions.

## **2.6 The influence of Students’ Attitude towards KCSE performance in geography**

Attitude is a favorable or unfavorable evaluative reaction towards something or someone exhibited in one’s beliefs, feelings or intended behavior (Myers 1996). Brigham & Schlenker (1976), defined attitude as an orientation towards an object in one’s environment inferred from behavior. 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.

The study of geography involves a process of discovery and enables the learners to acquire knowledge and develop positive attitudes of inquiry, critical thinking and decision making. Negative notion on the subject to both teacher and the student is disastrous to performance in examination. It is more disastrous if students themselves develop negative attitude towards the discipline. However much the teacher may be informed if the students have no intrinsic motivation which is a very significant element in learning of geography very little success will be achieved. Motivation and

achievement are related in that the highly motivated learner I expected to show high performance in task and conversely the low motivation translates itself to poor performance.

According to Bandura (1993), self efficacy is the personal judgement about the ability to perform requisite action in order to achieve specific outcomes. The belief that people have about themselves are key factors in exercise of control and of personal agency. Carrol & Gavallia (2004) stated that self-set goals influence not only a student motivation but also student behaviors. Self-set goals are believed to affect student performance directly because it is believed that it motivates individuals who pose the required ability into action. Self-set goals also determine the choice of tasks and learning strategies a student makes to directly affect performance.

## **2.7 Summary of Literature Review**

The chapter outlines the various kinds of interactions taking place in Changanamangalam district as regards to teaching of geography as an elective subject. The review has highlighted the influence of the interplay of the various factors on geography performance. Such factors include but not limited to; teaching methodology, teachers' teaching experience, teaching-learning resources, school principals and HODs and students' attitude towards performance in geography.

The reviewed literature revealed the significance of teaching methodology and a teacher's experience in teaching and learning. It revealed 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. That teaching calls for reflective thinking (being thoughtful and inventive) about the content, methodology and resources to use. Revealed was 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 attempted to show that there was need to assess resources availability and use in Kenya's secondary schools. The review further revealed that there was need to determine the effect of teachers teaching experience on students' performance in geography as an elective subject. The review was categorical on the need to assess the relationship between students' attitude towards geography and performance in the subject. The review highlighted the need to determine how school administration influences the performance of a secondary school especially in geography as a subject.

As noted the literature available has shown various opinions from different people on the role of the interactions of various factors on performance. The review has prompted the researcher to employ self-efficacy and motivation in 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, attitude and performance. The higher the perceived efficacy, the higher the goal aspirations people adopt and the firmer their commitment in achieving these goals. The review tried to show why this study was necessary so as to establish possible causes of poor performance.

## **2.8 Theoretical Framework**

This study will be modeled on the theory of social cognitive theory advanced by Albert Bandura (1993). Bandura (1977), Walter Mischel (1973) and Julian Rotter (1982) in Wayne (1998) take issue with Skinner's "Pure" behaviorism. They point out that humans obviously are conscious, thinking, feeling beings. Moreover, those

theorists argue that in neglecting cognitive processes, Skinner ignored the most distinctive and important feature of human behaviors. Bandura and like-minded theorists called their modified brand of behaviorism social theory or social cognitive theory.

Bandura (1982, 1986) agrees with the fundamental thrust of behaviorism in that he believes that personality is largely shaped through learning however, he contends that conditioning is not a mechanical process in which people are passive participants. Instead, he maintains that people seek out and process out information about their environment to maximize favorable outcomes. As Bandura (1995) puts it, “A major function of thought is to enable people to predict events and to develop ways to control those that affect their lives.”

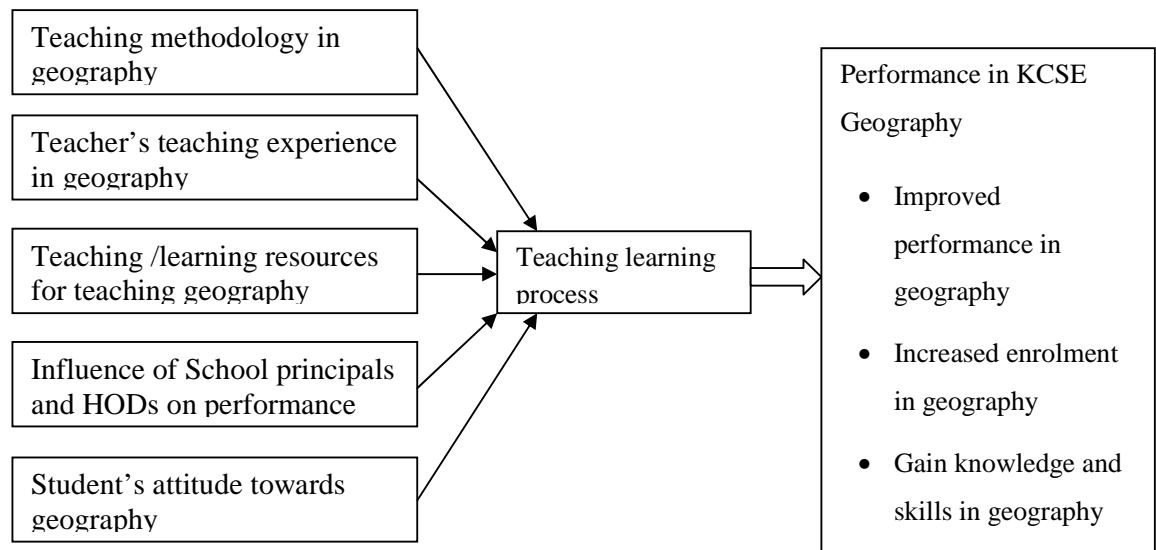
Social cognitive theory postulates that perceived self-efficacy affects an individual in all aspects of life including educational experiences. Beliefs about one’s competence to successfully perform a task can affect his or her motivation, interest and performance. Self-efficacy refers to one’s belief about one’s ability to perform behaviors that should lead to expected outcomes. When self-efficacy is high, individuals feel confident that they can execute the responses necessary to earn reinforcers. When self-efficacy is low, individuals worry that the necessary responses may be beyond their abilities. The higher the perceived efficacy, the higher the goal aspirations people adopt and the firmer their commitment in achieving those goals.

An important assumption in 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 position that self-efficacy too can be changed or enhanced. From this

perspective, people are capable of influencing their own motivation and perform according to a model of a triadic reciprocity in which personal determinants (such as self-efficacy), environment conditions (such as treatment conditions), and action (such as practice) are mutually interactive influences.

Perceptions of self-efficacy can influence the challenges people tackle and how well they perform. Studies have found that feelings of greater self-efficacy are associated with greater success in giving up smoking and following an exercise regimen (Schwarzer & Fuchs, 1995) in Wayne (1998); greater persistence and effort in academic pursuits and higher levels of academic performance in athletic competitions (Bandura, 1990); and consideration of a broader range of occupations in making career choices (Bores-Rangel et al. 1990). However, in adopting this theory, the researcher is not ignorant of its shortcomings. With its heavy emphasis on learning, Bandura's theory is firmly grounded in the tradition of behaviorism. However, its cognitive element allows it to account for aspects of human behavior that Skinner's theory can't explain.

## 2.9 Conceptual Framework



**Figure 2.1: Variables influencing the performance of geography in KCSE**

The conceptual framework for this study is based on the concept that performance of geography in KCSE Examination can be greatly improved. This can only be successful if there is a paradigm shift of factors that influence students' performance in geography to meet students' learning needs. The students must develop self-concept. A self-concept is a collection of beliefs about one's own nature, unique qualities and a typical behavior in order to be successful in a given task. They should be provided with good environment to develop self-efficacy in order to produce the results that are wanted and be motivated and successful in learning as a result of the appropriate action taken. The independent variables in this study are teaching methodology, teaching-learning resources, teachers teaching experience, school principals and HODs and students' attitude towards geography.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents a detailed description of research methodology used in the study. It highlights on research design, target population, sample size and sampling procedure, research instruments, data collection and data analysis techniques.

#### **3.2 Research Design**

Orodho (2005) defined research design as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with research purpose. It is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2003). The researcher will use descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). The descriptive survey was used in this study because it allows the researcher to study the phenomena without manipulation of variables

#### **3.3 Target Population**

Orodho (2005) defines target population as members of a real or hypothetic set of people, events or objects the researcher wishes to generalize the results of the research. The targeted population for the study consisted of all the 18 secondary schools in Chagamwe district who presented candidates for KCSE 2012, 18 principals and HODs, 36 Geography teachers and 965 students. All secondary schools

in Changamwe district are mixed day secondary schools. The students in their final class of secondary school were the main targeted population followed by geography teachers. They were better placed in providing information on teaching – learning processes as they were the ones who interact most with students. The principals and HODs were the last targeted population in the study.

### **3.4 Sample Size and Sampling techniques**

Purpose sampling was used to select teachers, principals and learners. Purposive sampling is handpicking the cases to be included in the sample on the basis of one's judgement of their typicality (Orodho, 2005). In purposive sampling, the goal is to select cases that are likely to be information rich" with the respect to purposes of study. Some secondary schools in Changamwe district do not enter their students for KCSE geography especially those whose schools register for Islamic Religion.

Out of 18 schools the researcher purposively selected 15 secondary schools. All the principals of the 15 secondary schools selected participated in the study. The researcher went ahead and sample 2 teachers of geography per school using purposive sampling technique. The teachers were those handling forms 3-4. This translated to 30 teachers in all sampled schools. The researcher also solicited information from geography HODs from the 15 sampled schools. The researcher randomly selected 10 girls and 10 boys all form four geography students from the 15 sampled schools. This gave a total of 300 students. The researcher ensured gender balance by selecting equal number of boys and girls in form four from the 15 sampled schools.

### **3.5 Research Instruments**

Research instruments are tools used to collect data for a study. The researcher will use two types of instruments. These were the questionnaires and interview guide. The questionnaires were used to collect data from geography teachers and students. An interview schedule was used to get relevant information from the principals and geography HODs for this study.

The questionnaires adopted in this study were structured and contained open-ended questions. The selection of this tool was guided by the fact that the targeted population was largely literate and was unlikely to have difficulties responding to questionnaire items. An interview guide is a tool that contains general or specific factual questions. They enable the researcher probe or seek detail at personal, open, detached and empathetic levels. It is used in obtaining large amounts of information from a relatively small number of people. In this case the principals and the HODs. The researcher was able to obtain information that could not be directly observed.

### **3.6 Instrument Validity**

Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure (Oso & Onen, 2008). According to Orodho (2005) validity is the degree to which a test measures what it is supposed to measure. To determine content validity of the instruments, a pilot study will be carried out in one of the un-sampled schools which would help the researcher to evaluate validity, clarity of questionnaires, sustainability of language used in the instrument and feasibility of the study. The items that failed to measure what they

were intended to measure were modified accordingly. According to Orodho (2005) it is necessary that the research instruments be piloted as a way of determining validity and reliability.

### **3.7 Reliability of the Research Instruments**

According to Ingule et al (2011) reliability is the degree to which a test is consistent in measuring what it does or is supposed to)measure. 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)

The study adopted test-retest reliability method of assessing data. It involves administering the same instrument twice to the same group of subjects with time lapse between the first and the second test. All the students in form four in all the sampled schools participated in the collection of data for the study. The questionnaires were administered twice to the respondents. After the first administration, keeping all initial conditions constant, the researcher revisited the schools after two weeks for the second administration of same test (questionnaires) to the same subjects. The scores from both testing periods were then be correlated.

Reliability was computed to determine the degree of consistency by responses that would be elicited from the questionnaires. The Pearson product-moment correlation (r), whose acceptable range of reliability is 0.800 was used to compare 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.

$\Sigma$  is the summation sign.

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

Mugenda & Mugenda (1999) confirm that a coefficient of 0.80 or more implies there is high reliability of data.

### **3.8 Data Collection Procedures**

Data collection refers to the gathering of information to serve or prove some facts (Kombo & Tromp, 2006). Data collection helps to clarify facts. The researcher obtained a letter of introduction to collect data from National Commission for Science Technology and innovation (NACOSTI). The DEO, Chagamwe District was informed too. The researcher also sent advanced letters to the sample respondents, explaining the purpose of the study. The researcher followed this by visiting the sampled schools to seek the principal's permission to carry out research in their schools.

Questionnaires and interview guides were used as the main tools of collecting data. The selection of these tools was guided by the nature of data collected, the time available as well as by the objectives of the study. The researcher then visited all the sampled schools to deliver and distribute the questionnaires personally to the respondents after assuring them confidentiality and the need for honest response. The respondents included but not limited to the principals, geography HODs, form four geography teachers and the students. Questionnaires were administered by the researcher and coordinated by geography teachers with assistance from the HODs and the principals.

The researcher interviewed the principals and HODs using the interview guide as geography teachers and students were filling the questionnaires. The students were instructed on how to answer questions. To allow the respondents ample time, the instruments were distributed in the morning and collected in the afternoon. In the meantime the researcher observed the general physical environment of the school and looked for other extraneous variables that could affect performance of geography in KCSE. The researcher then collected all the filled questionnaires for data analysis.

### **3.9 Data Analysis Techniques**

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Kombo & Tromp, 2006). In this study, the researcher used descriptive and inferential statistics in data analysis. To reduce the field information collected to a usable size, the data obtained was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS).

The findings and the data analysis for observed available facilities for teaching geography was made through descriptive statistics. Interview guides for principals, HODs, and questionnaires for teachers and students was analyzed and tables drawn to show different responses from the respondents involved in the study. Frequencies were converted into percentages to make interpretation easier.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

The purpose of this study was to investigate the factors that influence students' Kenya Certificate of Secondary Education performance in geography in Changamwe District, Mombasa County. Three hundred (300) questionnaires were prepared by the researcher to be administered to the three hundred sampled form four students. The researcher also prepared thirty (30) questionnaires for geography teachers, fifteen (15) interview guides for principals and fifteen others for HODs. The main purpose of the instruments administered to the respondents was to collect the data. The response level is summarized in the tables.

The researcher personally collected the data. The collected data was analyzed using quantitative and qualitative techniques. Calculations of a proportion in form of percentages, ratios and drawing of inferences from the content of the questionnaire were done. This chapter presents findings of the study as per the research objectives which include the following:

- i) To determine ways in which teaching methodology influences students' KCSE performance in geography.
- ii) To determine the ways in which teachers' experience influences students' KCSE performance in geography.
- iii) Establish ways in which provision of teaching/ learning resources influence students' KCSE performance in geography.

- iv) To establish the influence of school principals and HODs on students' KCSE performance in geography.
- v) Establish how students' attitude towards geography influences performance of geography in KCSE.

#### **4.2 Questionnaire Return Rate**

Questionnaire return rate is the proportion of the sample that participated as intended in all research procedures. In this study, out of 30 geography teachers sampled, all of them (100%) returned the questionnaires. Out of 15 principals sampled, 14 complied (93.3%) to the scheduled interview. All the sampled 15 heads of departments (100%) participated in the study. A total of 290 students out of 300 expected participated with a response rate of (96.7%). The percentage return rate was averaged to about 97.5% 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 the study is set to establish personal data from three hundred (300) students, thirty (30) teachers, fifteen (15) principals and fifteen (15) HODs. However, ten (10) students did not fully complete their questionnaires and were thus excluded from the analysis taking to two hundred and ninety (290) students. One (1) principal did not comply. The respondents were required to indicate their demographic information as asked in the questionnaires.

**Table 4.1: Percentage of study sample**

<b>Group</b>	<b>Sampled</b>	<b>Responded</b>	<b>Percentage%</b>
<b>Teachers</b>	30	30	100.0
<b>Students</b>	300	290	96.7
<b>Principals</b>	15	14	93.3
<b>HODs</b>	15	15	100.0

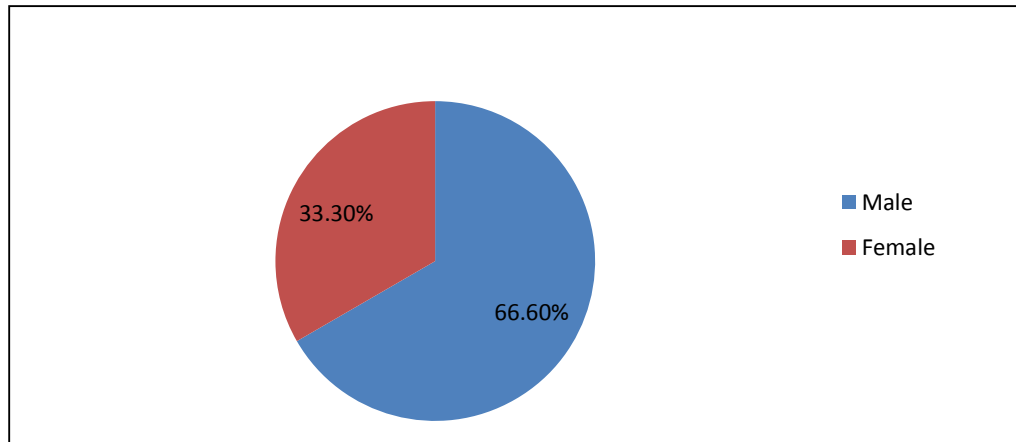
The number of respondents were; thirty (100%) teachers and two hundred and ninety (96.7%) students. In addition; fourteen (93.3%) principals and fifteen (100%) HODs for humanities responded to the interviews.

**Table 4.2: Demographic information on students**

<b>Gender</b>	<b>Geography students Frequency (N)</b>	<b>Non-Geography students Frequency (N)</b>
<b>Male</b>	58.1 (64%)	88.2 (44%)
<b>Female</b>	32.0 (32%)	112.1 (56%)
<b>Total</b>	90.1 (100%)	200.0 (100%)

N=290 students

Out of the total number of students in the sampled schools only thirty one percent (31%) take geography. Sixty four percent (64%) of the respondents who take geography were males and only thirty two percent (32%) were females. There were more female non- geography humanity respondents fifty six percent (56%) against the male who were forty four percent (44%). Geography was liked by more boys than girls. Majority of male students as observed by Agwata (1966) enroll in science subjects as they perceive geography as a science subject.



**Figure 4.1: Distribution of teachers by gender**

Data on the gender of teachers indicated that 20 (66.6%) were males and 10 (33.3%) were females. The data also shows that there is gender disparity in the teachers who teach geography as a subject in secondary schools in Changamwe district Mombasa county. When asked to indicate how teachers' gender influence student decision in taking geography as subject in school, respondents indicated that most male teachers tend to be hands on with geography while female tend not to be involved in geography as subject. Gender influences the students' decision especially the female students who would like to take up geography as a subject but they have no inspiration or role models from the female teachers and hence this could affect students' performance on the subject.

#### **4.4 The influence of teaching methodology on performance**

The first objective was to determine ways in which teaching methodology influences students' performance. Out of 30 geography teachers who participated in the study 60% were males while 40% were females. The lecture method is either conducted in informal or formal manner. The formal method is teaching by means of spoken word where information is given orally generating and relating understanding in learners. It

is one way communication from the instructor or teacher. The informal lecture includes active students' participation. The primary consideration in lecture method as all other methods is the achievement of desired learning outcomes.

**Table 4.3: Teaching methods employed in teaching geography as rated by Teachers.**

The table below presents that information.

Methods	Quite often		Often		Less often		Never		Mean
	(f)	%	(f)	%	(f)	%	(f)	%	
<b>Lecture method</b>	8	(27%)	6	(20%)	1	(3%)	0	(0%)	5
<b>Small Group discussion</b>	1	(3%)	2	(7%)	1	(3%)	0	(0%)	1.3
<b>Question and answer</b>	2	(7%)	3	(10%)	2	(7%)	0	(0%)	2.3
<b>Demonstration</b>	1	(3%)	1	(3%)	2	(7%)	0	(0%)	1.3

According to the study findings, most teachers employ lecture method in teaching geography class with a mean of 5. They quite often use (27%) use lecture method and often (20%) use it. The least used methods are small group discussion and demonstration with a mean of 1.3 each respectively. Question and answer method of teaching geography is moderately used. Large classes and a teachers 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. Callahan and Clark (1990) in their research found that lecture method keep many learners in a passive mode, have limited learning and not effective for complex or skill learning. Most of the teachers rated performance of students in geography in KCSE in their schools as average.

Almost all geography teachers reported that school administration does not support the study of geography through field work because of lack of funds for the trips.

When asked which method was mostly employed in teaching geography in their class, majority of them concurred with their teachers that lecture method was most used, in lecture method, students are passive learners and the teacher is in control of the lessons.

It is apparent that numerous methods are available to teachers, and they are free to select from the range of methods available. However, in modern teaching, there is more emphasis put in the use of more scientific approaches to teaching so as to give geography a scientific look among other sciences such as biology and chemistry. In essence, teachers should not be letting their students retell the subject matter of the day's lesson, but rather discuss content with them and examine to what extent the students have grasped the content covered, that is, the use of heuristic approach in the teaching of geography is highly recommended. Heuristic approach is where the student is actively involved in the learning process and the teacher is passive, in other words, the teacher only facilitates learning. As indicated by both teachers and students, the most often 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 The influence of teachers experience in students' performance**

The study sought to determine the ways in which teachers experience influences students' performance in geography.



**Table 4.4: Teaching experience of geography teachers**

<b>Teaching experience</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Less than 1 year</b>	1	3.3
<b>1-3 years</b>	3	10
<b>4-6 years</b>	6	20
<b>7-9 years</b>	12	40
<b>Over 10 years</b>	8	26.7
<b>Total</b>	N = 30	100

As shown in Table 4.4, majority of teachers 26 (86.7%) had a teaching experience of between 4 years and over 10 years. Those between less than 1 year and 3 years were 4 (13.3%). A newly employed teacher from college is mostly associated with lack of experience, instructional strategies and poor subject mastery. He / she must take time to acclimatize with the new school, environment and the community. A maximum of three years experience is ideal. Lack of experience, that is, a fresh graduate from college without necessary teaching experience will have problems in presenting information to students or handling content in class. This will definitely affect students' performance.

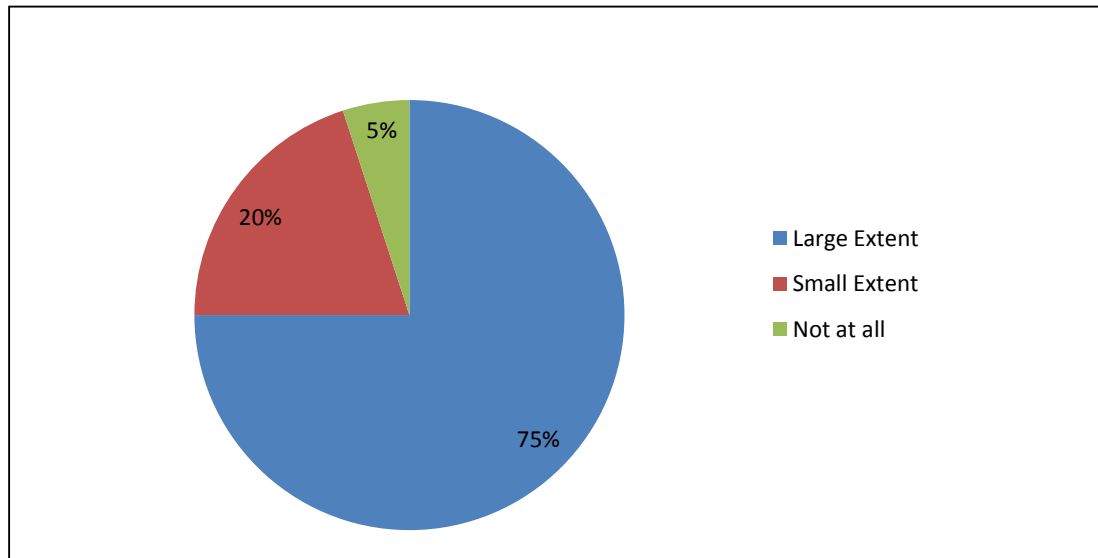
A teacher who lacks instructional strategies because of lack of experience could be having content, but may lack the best way of delivering this content to the learners. This in essence affects the learning process in a particular discipline. A fresh graduate geography teacher may lack the proper skills or subject mastery and knowledge or desired attitudes to impart to learners. This could be due to lack of exposure, being poorly trained or not widely read and thus, this lack of exposure, which needs time, puts the teacher in a collision path with students who might be gifted in this discipline.

Most of the respondents who had a teaching experience of more than three years were more. They could therefore be able to understand students' attitude towards geography better than the teacher freshers. They are able to use relevant teaching methodologies in the subject and coupled with long term experience, they may positively influence students' KCSE performance. Teachers were also asked to indicate their academic qualification so as to find out to what extent teachers' qualification influenced students' performance in geography.

**Table 4.5: Academic qualification of geography teachers**

<b>Academic qualification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Diploma</b>	5	17
<b>BA</b>	2	7
<b>BSC</b>	1	3
<b>BSC with PGDE</b>	4	13
<b>BED</b>	12	40
<b>Master</b>	6	20
<b>PhD</b>	0	0
<b>Total</b>	N = 30	100

From table 4.6 above, it can be observed that no one of the participating teachers had a Doctor of philosophy (PhD) degree. Only 20% of the teachers had masters in education while 40% had Bachelors in Education and 17% had Diploma in Education. The rest had Bachelor of Science with Post Graduate Diploma in Education 13%, Bachelor of Arts 7% and Bachelors of Science 3%. Most of the teachers had undergone a pre- service training course either at the university or at Diploma college. This revealed that teachers were professionally qualified and were able to handle geography effectively.



**Figure 4.2: Teachers response on extent to which teachers' qualification influence students' performance in geography.**

In figure one above, 75% of the teachers indicated that teachers' qualification influence students' performance to a large extent while 20% indicated that it affected performance of students to a small extent. Only 5% indicated that teachers' qualification did not influence performance at all. Better educated or trained teachers produce positive learning outcomes (Orodho; 1996). It is also important to add that educated and trained teachers have the knowledge and ability to guide students because they are conversant with the necessary content and methods. Therefore, a teacher's experience in the field of teaching has a bearing on students' performance. A teacher who has taught for a long period of time must have accumulated a lot of experience and therefore knows best how to guide the students for better performance.

The (5%) who did not consider highly qualified teachers as a factor of influence in performance reported that they needed proficiency courses in teaching, more seminars and workshops so as to improve their teaching of the subject. From the sampled

schools most of those teachers who were not highly qualified were Diploma holders who were engaged by schools board of management or private schools proprietors. Those in public schools were temporary employed due to staff shortages. These findings conform to the observation of Bell (1993) that many schools suffer an acute of teaching personnel and Songole (1999) who asserts that human resources are important in curriculum implementation and their attainment of syllabus objectives. This influences performance of geography and other subjects in schools.

It is important to note that student – teacher ratio matters a lot in performance as an out- put of learning process in education. A teacher’s knowledge of the subject matter, the teacher- student contact and methodology of impacting knowledge are great attributes which have significant effect on the students’ academic performance. Ng’ethe (2004) explained further that for student to perform well in any examination their teachers must know them and have profound knowledge of the state of their physical, intellectual and psychological resources. Therefore teachers must have a manageable number of students. When the teacher –student ratio is large, it means teacher – student concentration will be reduced and this will affect performance.

#### **4.6 Provision of Teaching/Learning resources for teaching geography**

The third study objective was to establish ways in which provision of teaching/learning resources influence students performance in geography. Teachers were asked to rate adequacy of resources available in their schools for teaching geography. They responded as in table 4.6 below

**Table 4.6: Teaching/Learning Resources available for teaching geography**

Teaching / Learning Resources	Very adequate		Adequate		Inadequate		Very inadequate		Not Available	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
<b>Geography textbooks</b>	2	7	5	17	12	40	7	23	4	13
<b>Cartographic equipment</b>	1	3	1	3	14	47	6	20	8	27
<b>Audiovisual aids</b>	2	7	4	13	11	37	7	23	6	20
<b>Library</b>	4	13	4	13	0	0	14	47	8	27
<b>Geography room</b>	2	7	4	13	6	20	4	13	14	47
<b>Laboratory / Computer and programs</b>	1	3	2	7	2	7	8	27	17	57
<b>MEAN</b>	2.0		3.3		7.5		7.7		9.5	

The finding shows that only the following resources were very adequate; Libraries 13%, Geography text books 7%, Audio Visual Aids 7%, Geography room 7%, Cartographic equipments 3% and Laboratory/Computer 3%. The following resources were partly adequate; text books 17%, Laboratory/Computer 7%, Audio Visual Aids, Library and geography room had 13% respectively. Cartographic equipments had 3%. Most of the schools especially private ones had inadequate resources for teaching geography. They had inadequate in geography text books 40% and 32% very inadequate, inadequate cartographic equipments 47% and 20% very inadequate, inadequate Audio Visual Aids 37% and 23% very inadequate. They had inadequate library 0% and 47% very inadequate, inadequate geography room 20% and 13% very inadequate. Laboratory/computer and programs was 7% inadequate and 27% very inadequate. There were some schools where resources of teaching geography were not

available at all. They included the following; Geography room 47%, Laboratory/Computer and programs 57%, Cartographic equipments 27%, library 27%, Audio Visual Aids 20% and geography text books 13%. Cartographic instruments and instruments and laboratory were not applicable in many schools due to inadequate resources to support these facilities of learning.

Most of the secondary schools in Changanwe district have difficulties in teaching and learning resources. In many schools, they are either not available – mean 9.5, very inadequate – mean 7.7 and inadequate – mean 7.5. Most had hit and in fact not available are geography classrooms, laboratory, text books and teaching aids. The physical conditions of a classroom play an important role in learning process, for example, if the classroom is leaking, poorly ventilated, not furnished well, congested among other things, will make it uncomfortable for students to learn.

Inadequate teaching resources including textbooks and teaching aids are very important in learning process. Lack of textbooks, maps, atlases, TVs among other resources hinders the smooth learning and teaching of students in the classroom. Some textbooks are outdated or schools have no electricity for use of TV or computers. This is not healthy in situations where the teacher will want to use Information Technology in presenting a lesson.

The responses of teachers in public schools agreed with those of their students that there were adequate books due to support by the government through free secondary education funds. This is in agreement with Pajares (2002) who observes that school facilities account in achievement. In his research, he argues that lack of this facility could be a major contribution to the poor performance in secondary schools in

western region of Kenya. Asked how many geography text books they had, students responded as indicated in table 4.7 below

**Table 4.7: Students textbook Ratio**

<b>Ratio</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>1:1</b>	140	48
<b>1:2</b>	80	28
<b>1:3</b>	30	10
<b>1:4</b>	25	9
<b>None</b>	15	5

A total of (48%) students especially those in private schools had one geography text book while (28%) had two text books. Those with three text books were (10%) and those with four were (9%) while those with none were (5%). When students were asked if the textbooks were adequate to assist them study geography effectively, those in public schools answered affirmatively because of support of the government through Free Secondary Education funding. Those in private schools reported that the text books were inadequate. The students were also asked to indicate if have ever gone for a geography field study. If yes, how many times they had gone. The following table 4.8 is their response.

**Table 4.8: Number of geography field trips attended per year**

<b>Number of trips</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>1</b>	65	22.4
<b>2</b>	30	10.4
<b>3</b>	15	5.2
<b>More than three</b>	25	8.6
<b>Never attended</b>	155	55.4
<b>Total</b>	N = 290	100

The findings shows that only (46.6%) of students had gone for a geography field work while (53.4%) have never gone. The majority have only attended have only attended one field trip. This then implies that many students were not exposed to field work which enables students to have practical part of the subject (Nasibi 2003). This is one of the many reasons why students were then asked to state what resources (text books, maps) their schools should have to help them perform in geography. The following in table 4.9 were their responses.

**Table 4.9: Students responses on resources that should be added in schools for better performance in geography**

<b>Resources</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Revision textbooks</b>	290	100
<b>Teaching Aids</b>	240	82.7
<b>Library</b>	280	96.5
<b>Geography Laboratories</b>	220	75.8
<b>Maps</b>	285	98.2
<b>Exercise books</b>	260	89.6
<b>Cartographic equipments</b>	250	86.2
<b>Computers</b>	270	93.1

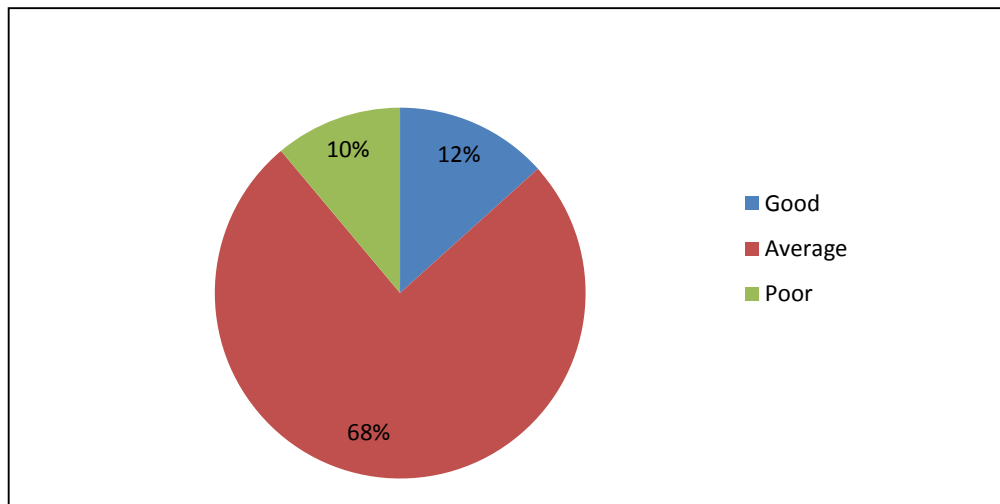
N= 290 Students

Majority of the students (100%) indicated that their schools should add revision text books for them to excel in geography. Other resources indicated were maps (98.2%), library (96.5%), computers (93.1%), exercise books (89.6%), cartographic equipments (86.2%), teaching Aids (82.7%) and geography laboratories (75.8%). Schools should procure high quality resources such as textbooks and reading materials that engage children interest and arouse curiosity to read and lead to independent (Songole ,1999).



#### **4.7 The influence of school principals and Heads of Departments on students' performance in geography.**

Objective four of the study sought to establish the influence of school Principals and HODs on students KCSE performance in geography. Out of 15 sampled principals and HODs 14 principals and 15 HODs were interviewed and asked to rate performance of geography in their school for the last three years.



**Figure 4.3: Principals and HODs performance rating of geography in their schools for the last three years.**

Figure 4.3 shows that 68% of the Principals and HODs rated their schools for the last three years performance as average, 12% rated theirs as good and 10% as poor. Most of the Principals and HODs whose schools had performed poorly blamed their geography teachers for the mess. They pointed out that some teachers lacked content mastery which made their students have negative attitude towards geography. They complained about regular changes in geography examination setting pattern especially geography (paper 1) which many students fear most. Almost all of them agreed that there was laxity among geography teachers which lead to lack of syllabus coverage.

Asked to what extent they would say that geography syllabus was covered effectively and on time, they all agreed that they normally and routinely check lesson preparation for geography teachers. This includes schemes of work, lesson plans and lesson notes. They rated the schemes of work, lesson plan and lesson notes by writing good or poor.

**Table 4.10: Extent of principals and HODs rating of teachers' preparation on syllabus coverage**

	Good		Poor	
	Principal	HODs	Principals	HODs
Schemes of work	12 (85.7%)	14(93.3%)	2(14.3%)	1(6.7%)
Lesson plans	10(71.4%)	12(80%)	4(28.6%)	3(20%)
Lesson notes	14(100%)	13(86.7%)	0(0%)	2(13.3%)
Record of work	11(78.6%)	15(100%)	3(21.4%)	0(0%)

N= 29 administrators (14 principals and 15 HODs)

Principals and HODs should regularly check the lesson notes, lesson plans, schemes and record of work. They should ensure teachers cover the syllabus in time.

All 14 (100%) of the principals and 13(86.7%) HODs rated lesson notes preparation as good only 2 (13.3%) of the HODs rated lesson notes preparation as poor. Many 12(85.7%) of the principal and 14(93.3%) of the HODs rated schemes of work preparation as good. All 15 (100%) of the HODs and 11(78.6%) of the principal rated record of work preparation as good. Principals 10(71.4%) and HODs12(80%) rated lesson plans preparation as good.

The administrators (principals and HODs) interviewed stated that they assist the teachers on syllabus coverage by buying remedial teaching materials such as revision books, maps, globes and money to finance field work and inter school symposium for students. The influence of school Principals and HODs on students' performance in geography cannot be under rated. Their styles of institution management can either motivate or demolish the students, teachers and other non teaching staff. When asked what factors influence students' performance in geography in their schools, they pointed out that many factors were external. This is because all the schools that were sampled are day schools. The factors include parental influence, non-conducive learning atmosphere at home and lack of enough time to complete their home work. Curriculum based problems pointed out were insufficient time allocation, overloading of the teacher and constant changes of the syllabus.

#### **4.8 Students' attitude towards geography**

Objective five of the study sought to establish how students attitude towards geography influence performance of geography in KCSE. The teachers were asked to rate their attitude towards teaching of geography as a KCSE examinable subject. Table 12 summarizes their findings.

**Table 4.11: Attitude of teachers towards teaching of geography**

<b>Rating</b>	<b>Frequency</b>	<b>Percentage %</b>
<b>Very positive</b>	21	70
<b>Positive</b>	6	20
<b>Negative</b>	3	10
<b>Very negative</b>	0	0
<b>Total</b>	N = 30	100

Majority of teachers (70%) reported that their attitude towards was very positive while 20% and 10% rated themselves as positive and negative towards teaching of geography respectively. This shows that they were qualified to teach geography and many of them liked their teaching subject. They were also asked to indicate whether they strongly agree (SA), agree (A), undecided (u), disagree (D), or strongly disagree (SD) with the tabulated statements as teacher oriented problem in teaching geography.

**Table 4.12: Teachers' perception of teaching geography**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
<b>Many students perform poorly in geography because of poor syllabus coverage</b>	12 (40%)	18 (60%)	0 (0%)	0 (0%)	0 (0%)
<b>I feel comfortable during geography lessons</b>	24 (80%)	6 (20%)	0 (0%)	0 (0%)	0 (0%)
<b>I have never liked geography as a subject</b>	0 (0%)	0 (0%)	6 (20%)	9 (30%)	15 (50%)
<b>Geography syllabus is too broad and difficult to be completed without extra time</b>	21 (70%)	6 (20%)	0 (0%)	3 (10%)	0 (0%)
<b>Geography is boring and abstract subject</b>	0 (0%)	3 (10%)	6 (20%)	12 (40%)	9 (30%)

N = 30 Teachers

Most the teachers (80%) strongly agreed that they were comfortable during geography lessons. They also strongly agreed (70%) that geography syllabus is too broad and difficult to be completed without extra time. On the other hand many teachers (50%) strongly disagreed that they have never liked geography as a subject. This means that poor performance of geography does not result from teacher oriented problems but from other factors. Asked to outline other factors that influence students' attitude towards geography, they outlined factors such as low teacher motivation which made

the teachers not to be lively in class and that some concepts were difficult to understand. They also factored in KCSE marking which they said was discouraging, teacher student ratio and lack guidance from career teachers as some of the reasons that led to poor performance in KCSE examination.

The students were presented with eleven items that measured on five point Linkert scale. The range was strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD) and results were tabulated in the table 4.10.3 below.

**Table 4.13: Students' attitude towards geography**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
<b>Geography is an easy subject compared to other humanities</b>	19 (65%)	31 (10.6%)	62 (21.3%)	98 (33.7%)	90 (31%)
<b>The content in geography syllabus is too much</b>	98 (33.7%)	92 (31.7%)	57 (19.6%)	43 (14.8%)	0 (0%)
<b>Geography should be made compulsory</b>	150 (51.7%)	72 (24.8%)	30 (10.3%)	38 (13.1%)	0 (0%)
<b>Geography is an important academic subject</b>	180 (37.2%)	99 (34.1%)	0 (0%)	1 (0.3%)	10 (3.4%)
<b>My geography teacher is knowledgeable and motivating</b>	140 (48.2%)	102 (35.1%)	20 (6.8%)	28 (9.6%)	0 (0%)
<b>Learning resources / facilities for geography in schools is adequate</b>	20 (68%)	31 (10.6%)	98 (33.7%)	72 (24.8%)	69 (23.7%)
<b>Students should perceive geography teachers as role models</b>	124 (42.7%)	72 (24.8%)	56 (19.3%)	19 (6.5%)	19 (6.5%)
<b>Through geography one acquires basic knowledge for career choice</b>	261 (90%)	29 (10%)	0 (0%)	0 (0%)	0 (0%)
<b>I would want to pursue a geography related course in university</b>	102 (35.1%)	120 (41.3%)	27 (9.3%)	21 (7.2%)	20 (6.8%)
<b>I enjoy geography classes and reading geography books</b>	232 (89%)	58 (20%)	0 (0%)	0 (0%)	0 (0%)
<b>Geography is only useful in boosting mean score</b>	0 (0%)	0 (0%)	10 (3.4%)	39 (13.4%)	241 (83.1%)

Many of the students (90%) strongly agreed that through geography one acquires basic knowledge for career choice. They also agreed (80%) enjoy geography classes and reading geography. Most of the students too (83.1%) strongly disagreed that geography is only useful in boosting mean scores. These responses are recipe for positive attitude towards geography as a subject. It can therefore be concluded that majority of the students had positive attitude towards geography. Asked to compare geography with other humanities (History and government, CRE), table 4.14 below, the students (90%) agreed with principals and HODs that performance in other humanities was better than that of geography.

**Table 4.14: Students rating of comparison in performance between geography and other humanities**

<b>Rating</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Performance in geography is better</b>	29	10
<b>Performance in other humanities (History, CRE) is better</b>	261	90
<b>Total</b>	N = 290	100

Asked why they thought students performed poorly in geography than other humanities, the students advanced some of the reasons which included; lack of relevant textbooks, geography syllabus is too wide as compared to history and government. History and government questions in the examinations are direct compared to geography. History and CRE teachers are committed and stable in handling the subject and hence create confidence in the students.

Principals and HODs were of the opinion that geography is performed poorly than other humanities because geography is wide and therefore the teachers are not able to cover the syllabus adequately. Apart from the subject being too wide, principals and HODs felt that failure to cover geography syllabus was caused by too little time

allocated to the geography subject. Gidden (1998) found out that there is a direct link between the amount of time spent in the on classroom and academic performance. As such, adequate time should be allocated for each subject paying attention to the scope of the syllabus to allow for enough time to cover the syllabus. Time should be allowed for revision before examination. The principals also said that teachers absent themselves and lack of interest among students.

On career guidance, students were asked to indicate persons who guided them in choosing subjects in KCSE. Majority of the students (86%) reported that they were guided in choosing subject for KCSE, while (14%) were not guided.

**Table 4.15: Students responses on Person who guided students in choosing subjects**

<b>Person</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Principal</b>	10	3.4
<b>Career teacher</b>	110	37.9
<b>Class teacher</b>	70	24.1
<b>Parents</b>	20	6.8
<b>Relatives</b>	12	4.1
<b>Students</b>	8	2.7
<b>Friends</b>	10	3.4
<b>Not guided</b>	50	17.2

As indicated in table 4.15 above, (37.9%) of the students were guided by career teachers (24.1%) by class teachers, parents (6.8%), relatives (4.1%), other students (2.7%), friends (3.4%) and those who were not guided were(17.2%). A total of (80%) of teachers indicated that they had career teachers in their schools and that students are always assisted in the choice of subjects. The geography teachers were asked to

state who decides whether students will take or not take geography. Their responses were as follows in table 4.16 below.

**Table 4.16: Teachers responses on persons who decide whether students are to take geography**

<b>Who decides</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Principal</b>	1	3.3
<b>Teacher/counselor</b>	2	6.6
<b>Career teacher</b>	8	26.6
<b>Class teacher</b>	3	10
<b>Parents</b>	1	3.3
<b>Student/self</b>	15	50
<b>Relatives</b>	0	0

N = 30 Teachers

According to the teachers, the person who decides whether students are to take geography include; students or self (50%), career teacher (26.6%), teacher/counselor (6.6%) and principal/parents each (3.3%). This implies that most (50%) of the students chose geography subject themselves. Teachers were also asked to suggest strategies/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. They attributed poor performance to poor revision, lack of interest in the subject and that geography subject was too wide. When asked whether they have ever attended any in-service course on geography, the teachers (100%) reported that they have never attended any in-service course since they left their colleges or universities.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

A number of factors influencing students' Kenya Certificate of Secondary Education in geography in Changamwe district, Mombasa County have been investigated. Most of the factors were raised by the objectives and research questions in chapter one of the study. This chapter covers the summary of the study findings, conclusion, recommendations of research findings and suggestions for further research studies.

#### **5.2 Summary of the study findings.**

The study aimed at finding out the key factors that were influencing performance of geography in public and private secondary schools in Changamwe District, Mombasa County. The study findings were based on data collected from 290 students, 30 geography teachers, 14 principals and 15 HODs. The data analysis was guided by the study objectives which included; to determine ways in which teaching methodology influence students' KCSE performance in geography, to determine ways in which teachers experience influence students' KCSE performance in geography, to establish the influence of school principals and HODs on students' KCSE performance in geography and to establish how students' attitude towards geography influences performance of geography in Changamwe District, Mombasa County .

The first objective of this study was to determine ways in which teaching methodology influences students' KCSE performance in geography. The findings revealed that many teachers with a mean of 5 employ lecture method in teaching geography classes. They quite often (27%) use lecture method and often (20%) use it.

The least used methods are small group discussion and demonstration both with a mean of 1.3. Question and answer method of teaching is moderately used. Large classes and a teacher's 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 second study objective was to determine the ways in which teachers' experience influences students' KCSE performance in geography. Majority of the teachers (66.7%) had a teaching experience of more than seven years and (33.3%) have taught for less than seven years. All teachers (100%) reported that the combination of experience and good qualification makes a teacher more competent and better understood by students through friendly interaction. Geography teachers (75%) reported that teacher's qualification influences students' performance to a large extent while (20%) indicated that it affects performance of students to a small extent. Only 5% reported that teacher's qualification does not influence performance at all. When experienced teachers face new challenges of the classroom, they often abandon new practices and revert to the teaching methods. An inexperienced teacher abandons the students instead. Therefore, a teacher's experience in the field of teaching has a bearing on the student's performance. A teacher who has taught for a long time must have accumulated a lot of experience and therefore knows best how to guide the students for better performance.

The third objective was to establish ways in which provision of teaching/learning resources influence students' KCSE performance in geography. The study established that either the resources were adequate inadequate or not available at all. Only the following resources were either adequate or inadequate by a minimal degree in most

schools; Library (26%) adequate and (47%) inadequate, geography textbooks (24%) adequate and (63%) inadequate, Cartographic equipments (9%) adequate and (64%) inadequate, Audio Visual Aids (20%) adequate and (60%) inadequate, Geography room (20%) and (33%) inadequate and laboratory (10%) adequate and (33%) inadequate. In many schools these resources were not there at all. For example the absence or shortfall of library was (27%), geography textbooks (13%), cartographic equipments (27%), Audio Visual Aids (20%), geography room (47%) and laboratory/computer (57%).

Forty eight percent of students had one textbook while (28%) had two textbook. Those with three textbooks were (10%) and those with four were (9%) while those with none were (5%). When students were asked if the textbooks were adequate to assist them study geography effectively, those in public schools answered affirmatively because of support of government through free secondary school funding. Those in private schools reported that the text books were inadequate. Only (46.6%) of the students had gone for a geography field work while (53.4%) have never gone. Many students are not exposed to field work which enables students to have practical part of geography subject. The principals, HODs, geography teachers and students reported that teaching/learning materials were inadequate. School facilities account in achievement and lack of these facilities are a major contribution to poor performance of geography in secondary schools.

The fourth objective was to establish the influence of school principals and HODs on students KCSE performance in geography. Principals and HODs,(68%) rated their schools last three years performance as average, twelve, 12% rated as their good and 10% as poor. Most of the principals and d HODs whose schools had performed poorly

blamed their geography teachers for the mess. They pointed out that some teachers lacked content mostly which made their students develop negative attitude geography. The principals and HODs reported that they routinely check on teachers' lesson preparation which include schemes of work, lesson plan and lesson notes to make sure that geography syllabus was covered effectively and on time. Most confirmed that they do not set aside funds for geographical trips for students geography field work.

Other factors that influence students' performance according to principals and HODs are external factors. They include parental influence, non- conducive learning atmosphere at home and lack of enough time to complete their homework. That many parents do not buy required learning materials such as textbooks to their children and hence this affects performance in geography and other subjects.

The fifth study objective was to establish how students' attitude towards geography influences performance of geography in KCSE. Majority of the teachers (70%) reported that their attitude towards geography was very positive while 20% rated as positive and only 10% rated themselves as negative towards geography as a subject. Most of the teachers (80%) strongly agreed that they were comfortable during geography lessons, strongly agreed (70%) that geography syllabus is too broad and difficult to be completed without extra time. On the other hand, most teachers (50%) strongly disagreed that they have never liked geography as a subject. This means that poor performance of geography does not result from teacher oriented problems or attitude but from other factors.

Most of the students (90%) strongly agreed that through geography, one acquires basic knowledge for career choice. They also agreed (80%) enjoy geography classes and reading geography. These responses are recipe for positive attitudes towards

geography as a subject. It can therefore be concluded that majority of the students have positive attitude towards geography. In comparison, the students performed poorly in geography than other humanities because of the following reasons; lack of relevant textbooks, geography syllabus is too wide compared to other humanities. History and CRE teacher are stable in handling the subjects hence create confidence in the students.

On career guidance (37.9%) of the students were guided by career teachers, (24.1 %) by class teachers, parents (6.8%), Relatives (4.1%), other student (2.7%), friends (3.4%) and those not guided were (17.2%). A total (80%) of teachers indicated that they had career teachers in their schools and that students are always assisted in the choice of subjects. The person who decides whether students are to take geography includes students or self (50%), career teacher (26.6%), teacher/counselor (6.6%), principal (3.3%), parents (3.3%) and relatives (0%).

### **5.3: Conclusions**

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

The findings have shown that quite often use of lecture method by geography teachers in classes leads to poor performance of the subject. Lecture method keep many learners in a passive mood, have limited learning and not effective for complex or skill learning. Lack of provision and inadequacy of teaching/learning resources like geography textbooks, cartographic equipments, Audio Visual Aids, library, geography room and laboratory/ computer and programs are a major contribution to the poor performance of geography in Chagamwe district. Many schools do not take

geography field work as part of syllabus coverage. Students are therefore not exposed to practical part of geography subject. Principals and HODs poor styles of management in the institutions demoralizes the students, geography teachers and other non-teaching staff which influences poor performance of geography and other subjects. It is their responsibility to guide the parents and students on external factors like parental influence, non-conducive learning atmosphere in school and at home and lack of time to complete homework. The study has shown that there are less experienced teachers of geography in Changamwe district. Better qualified and experienced teachers know best how to guide students for better performance. Students' positive attitude towards geography improves performance.

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

#### **5.4: Recommendations of the study.**

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

- i. Geography teachers should employ a repertoire of methods when teaching geography. The teaching methodology should be well diverse to cater for the needs of the students.
- ii. Experienced geography teachers should mentor the newly employed teachers and be role models to them. To achieve this even better, the government should provide with funds for retraining 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.

- iii. Schools should provide with more resources such as libraries, laboratories, geography rooms, fieldwork resources and teaching aids which are effective for teaching geography. There is need for principals and HODs to sensitize the parents and the community on the provision of adequate teaching/ learning resources in secondary schools. Funds released from the government in public schools, should be used to put into place learning resources for geography education.
- iv. Principals and HODs should be made accountable for the poor performance of geography in national examinations by District Quality Assurance and Standards Officers (DQASO).
- v. Career teachers and geography teachers should cultivate a positive attitude towards geography as a subject and encourage their students to take geography as a future career foundation.

### **5.5: Suggestion for further studies**

The following are suggestions emanating from this study.

- i. There is need to carry out a research to find out the specific areas in geography syllabus which are difficult or challenging (or both) to the students and teachers.
- ii. An evaluation on the role played by other stake holders such as parents in children's school life especially in support and encouragement to perform better in geography.

- iii. This study was carried out in Changanwe district Mombasa County. Similar studies can be carried in other districts or entire country to find out whether similar results are obtainable.



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## **APPENDICES**

### **APPENDIX 1: LETTER OF INTRODUCTION**

UNIVERSITY OF NAIROBI  
KIKUYU CAMPUS,  
P.O BOX 92,  
KIKUYU,

10<sup>th</sup> June 2014

Dear Sir /Madam,

I am a post graduate student from the university of Nairobi department of Education Administration and planning. I am carrying out a research on the factors influencing students' KCSE performance in geography in Changanwe district, Mombasa county. Your school has been identified to participate in this study. The attached questionnaires are designed to assist the researcher gather data from the respondents for the purpose of the research.

I kindly request you to respond honestly to all the items. Your assistance will generate information that will help in the improvement of geography performance in the area of study. All information gathered will receive maximum confidentiality.

Yours faithfully,

Enid. K.Gitonga

**APPENDIX 2: PERMISSION LETTER**

GITONGA E. KANJIRU  
KWAHOLA PRIMARY SCHOOL  
P.O. BOX 92513 MOMBASA

TO:

THE PRINCIPAL .....

SCHOOL .....

**RE: RESEARCH PERMISSION**

I am a postgraduate student at Nairobi University. I am currently undertaking educational research aimed at assessing the factors that influence students' KCSE performance in geography in Changamwe district, Mombasa county. I am supposed to carry out a research project for the award of the degree. I therefore seek your permission to carry out the research in your school. Thank you in advance

Yours faithfully,

Enid. K. Gitonga

### APPENDIX 3: QUESTIONNAIRE FOR GEOGRAPHY TEACHERS

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

#### SECTION A: Demographic information

1. What is your gender? [ ] Male [ ] Female
2. Academic qualification  
[ ] Diploma [ ] BA [ ] BSC [ ] BSC with PGDE  
[ ] BED [ ] Master [ ] PhD
3. How many years of teaching experience do you have?  
[ ] Less than 1 [ ] 1 – 3 Years [ ] 4 – 6 Years [ ] 7 – 9 Years  
[ ] Over 10 Years
4. a.) Have you attended in any in service course on geography? [ ] Yes [ ] No  
b.) If Yes, indicate how many times and duration of each in-service period  
.....
5. To what extent do you think teacher qualification influence student performance in geography?  
[ ] To a large extent  
[ ] To a small extent  
[ ] Not at all
6. Do you consider yourself highly qualified enough for effective teaching of geography?  
[ ] yes, [ ] No [ ] Do not know [ ] None of the above  
If no, which areas would you require more training on.....

**SECTION B: Teaching/Learning Resources available for teaching Geography**

7. Rate the adequacy of the following resources in your school. Tick  the appropriate.

Teaching/Learning Resources	Very Adequate	Adequate	Inadequate	Very Inadequate	Not Available
Geography text book					
Cartographic equipments					
Audio Visual Aids					
Library					
Laboratory/Computer and programs					

8. Is there a career teacher in your school?         Yes      No

9. Are students assisted in choice of subjects?     Yes      No

10. Who decides whether student will take or not take geography?

Principal/Head-teacher    Teacher/Counselor      Career teacher

Class teacher    Parents    Students    Relatives

11. To what extent do you think inadequate resources affects students performance in geography

To a large extent                              Not at all

To a small extent

12. Indicate the resources that your school needs to support teaching and learning of geography.....

13. Suggest some strategies/ways that could be employed to improve performance in geography in your school.....

**SECTION C: Teachers Attitude towards Geography**

14. Please rate your attitude to teaching geography as a K.C.S.E examinable subject

Very positive     Positive     Negative     Very negative

15. 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 stated statement.

STATEMENT	SA	A	U	D	SD
Most students perform poorly in geography because of poor syllabus coverage.					
I feel comfortable during geography lessons.					
I have never liked geography as a subject.					
Geography syllabus is too broad and difficult to be completed without extra time.					
Geography is boring and abstract subject.					

**SECTION D: Teacher’s Performance**

16. What teaching method do you employ in teaching geography in class? Indicate the frequency.

Lecture method:    Quite often     Often     Less Often     Never     ]

Small group discussions:    Quite Often     Often     Less Often     Never     ]

Question& Answer:    Quite Often     Often     Less Often     Never     ]

Demonstration:    Quite Often     Often     Less Often     Never     ]



17. How do you rate the performance of students in geography in KCSE in your school? Good  Average  Poor
18. Does the school administration support the study of geography through fieldwork?  
Yes  No
19. What does the principal or the head teacher do if he/she discovers that geography is being performed poorly due to teachers' poor prior preparation of teaching notes?  
 Advise the teacher  Warn the teacher  Ignore the problem

## APPENDIX 4: QUESTIONNAIRE FOR STUDENTS

Write your response in the spaces provided. Please tick [] the choice you have made where appropriate.

### SECTION A: Demographic Information

1. Your gender                    [] Male                    [] Female

2. What is your age?

[] 10 – 15 Years    [] 16 – 20 Years    [] 21 – 25 Years    [] Above 25  
Years

3. Were you guided by anyone in choosing geography subject for K.C.S.E.?

[] Yes                    [] No

If yes, who guided you? [] Principal    [] Career Teacher    [] Teacher    [] Students  
[] Friends    [] Relatives

How does your performance in geography compare with performance in other humanities (History, C.R.E). [] Performance in geography is better    [] Performance in other humanities is better

4. How many geography textbooks do you have?.....

Are they adequate to assist you study geography effectively?

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

5. Have you ever gone for a geography field tour? [] Yes            [] No

If yes how many times? .....

### SECTION B: Student's Attitudes towards Geography

Indicate the extent to which you agree or disagree with each statement by ticking () on the appropriate columns using the key below.

Strongly agree [SA], Agree [A], Undecided [U], Disagree [D] or Strongly Disagree [SD]

STATEMENT	SA	A	U	D	SD
Geography is an easy subject compared to other humanities.					
The content in geography syllabus too much.					
Geography should be made compulsory					
Geography is an important academic subject					
My Geography teacher is knowledgeable and motivating					
Learning resources/ facilities for geography in school is adequate.					
Students should perceive geography teachers as role models					
Through geography one acquires basic knowledge for career choice					
I would want to pursue a geography related course at university					
I enjoy geography classes and reading geography books					
Geography is only useful in boosting mean score					

6. What do you think is the reason why students perform poorly in geography as a student?

.....

7. Which is the most common method of teaching used by your geography teachers?

- a) Lecture method [ ]
- b) Discussion [ ]
- c) Question and Answer [ ]
- d) Demonstration [ ]

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

.....

.....

**APPENDIX 5: INTERVIEW GUIDE FOR HODs AND PRINCIPAL/HEAD-  
TEACHERS**

1. How can you rate the performance of geography in this school for the last three years?  
 Good                       Average                       Poor
2. To what extent would you say that geography syllabus is covered effectively and on time?
3. What measures do you take to ensure that geography syllabus is covered effectively and on time?
4. How would you rate the attitude of students towards geography compared to the other humanities (history and government, C.R.E)
5. What measures do you take to ensure that geography syllabus is covered effectively and on time?
6. What is your view concerning adequacy of resources (physical conditions of the classrooms, textbooks and teaching aids) used in teaching geography and how do this affect performance?
7. Do you set aside funds for geographical trips for students geography field work?
8. a.) How often do your geography teachers attend in-service course?  
b.) When did they attend the last in-service course?
9. What factors influence students' performance in geography in your school?
10. What measures do you suggest could be taken to improve performance in geography in your school?

## APPENDIX 6: INTERVIEW SCHEDULE FOR GEOGRAPHY TEACHERS

1. What teaching method do you employ in class? Indicate the frequency

Teaching method employed in teaching Geography

Method	Quite often	Often	Less often	Never
Lecture method				
Small group discussion				
Question and answer				
Demonstration				

2. Teaching / Learning resources available for geography

Rate the adequacy of the following resources

Teaching/Learning Resources	Very Adequate	Adequate	Inadequate	Very Inadequate	Not Available
Geography text book					
Cartographic equipments					
Audio Visual Aids					
Library					
Laboratory/Computer and programs					

3. Teacher oriented problems

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 stated statement.

STATEMENT	SA	A	U	D	SD
Most students perform poorly in geography because of poor syllabus coverage.					
I feel comfortable during geography lessons.					
I have never liked geography as a subject.					
Geography syllabus is too broad and difficult to be completed without extra time.					
Geography is boring and abstract subject.					

## APPENDIX 7: INTERVIEW SCHEDULE FOR STUDENTS

### Student's Attitudes towards Geography

Indicate the extent to which you agree or disagree with each statement by ticking (✓) on the appropriate columns using the key below.

Strongly agree [SA], Agree [A], Undecided [U], Disagree [D] or Strongly Disagree [SD]

STATEMENT	SA	A	U	D	SD
Geography is an easy subject compared to other humanities.					
The content in geography syllabus too much.					
Geography should be made compulsory					
Geography is an important academic subject					
My Geography teacher is knowledgeable and motivating					
Learning resources/ facilities for geography in school is adequate.					
Students should perceive geography teachers as role models					
Through geography one acquires basic knowledge for career choice					
I would want to pursue a geography related course at university					
I enjoy geography classes and reading geography books					
Geography is only useful in boosting mean score					

## APPENDIX 8: RESEARCH PERMIT



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date:

24<sup>th</sup> September, 2014

**NACOSTI/P/14/9909/3464**

Enid Kanjiru Gitonga  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing students Kenya Certificate Of Secondary Education performance in geography in Changamwe District, Mombasa County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Mombasa County** for a period ending **31<sup>st</sup> December, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Mombasa County** before embarking on the research project.

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

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

Copy to:

The County Commissioner  
The County Director of Education  
Mombasa County.




*National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified*



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

**CONDITIONS**

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



**REPUBLIC OF KENYA**

**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION**

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 308**

**CONDITIONS: see back page**

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

**THIS IS TO CERTIFY THAT:**

**MS. ENID KANJIRU GITONGA**

**of UNIVERSITY OF NAIROBI,**

**93331-80100 Mombasa, has been**

**permitted to conduct research in**

**Mombasa County**

**on the topic: FACTORS INFLUENCING STUDENTS' KENYA CERTIFICATE OF SECONDARY EDUCATION PERFORMANCE IN GEOGRAPHY IN CHANGAMWE DISTRICT, MOMBASA COUNTY, KENYA.**

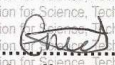
**for the period ending:**

**31st December, 2015.**


**Permit No: NACOSTI/P/14/9909/3464**

**Date of Issue : 24th September, 2014**

**Fee Received :Ksh 1,000**



**Applicant's Signature**



**Secretary**

**National Commission for Science, Technology and Innovation**