

**FACTORS INFLUENCING THE CHOICE OF GEOGRAPHY
IN GCE CURRICULUM IN PRIVATE SCHOOLS IN
MOMBASA AND NAIROBI**

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

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**A research project submitted in partial fulfillment of the
requirements for the degree of Master of Education in
Educational Administration and Planning**

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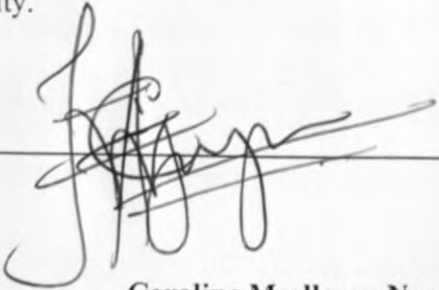
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Declaration

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



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This project report has been submitted for examination with my approval as the University Supervisor



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Dedication

To my late father Dr. F. Mw. Msellemu and my mother, Kodawa Michaline, who instilled in me the values of courage, perseverance and hard work.

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Acknowledgement

I would also like to thank my supervisor, Prof. G. N. Kimani for wise words of critique, guidance and supervision. My deepest appreciation to my husband, Nicholas Mac'Botongore Nyamweya, who encouraged me to follow my dreams and at the same time financed this study. I am also particularly grateful to Jedida Kalama, June, Joan and Joshua for their faithful friendship and encouragement.

My most sincere gratitude goes to all headteachers, geography teachers and students who responded to my questionnaires. May God bless you all.

Abstract

The study sought to investigate the factors that influence the choice of geography in GCE curriculum since there are very few students studying geography from form three to advanced level. It covered eleven private schools in Nairobi and three in Mombassa . The investigation involved ten administrators, eighteen geography teachers, and 153 students. Data were collected using three types of questionnaire, one for the administrators who were headteachers, one for the geography teachers and one for the students. The factors influencing the choice of geography were categorized into two, those that were related to the school and the school curriculum and the non-school factors. Descriptive methods and chi-square technique were used to analyse data collected. The analysis of data is presented in both narrative and text.

Findings of the study indicated that the headteachers found problems getting teachers who were well conversant with the GCE curriculum. The money allocated for the department was very little and the geography curriculum was expensive due to high costs incurred during fieldwork, trips and resources acquisition in the department. The teachers noted that weak students who find difficulties in handling the extensive content of the subject matter pursue the subject; this includes the mathematical part of it. Teachers indicated that there was poor coordination between them and the examination bodies; they set examination out of the syllabus and use case studies, which make the subject seem foreign to the students. Other problems include lack of resources in the department and relatively low support on implementation of the course such as fieldtrips and coursework.

All teachers demanded the need for formal induction to the curriculum in form of inservice courses. Majority of students indicated that they enjoy learning geography and also indicated behaviors of the teacher as one of the reasons they choose the subject. This included the use of teaching resources in class, fieldwork and trips. The role of the parents in opting for the subject was a major factor; however, there was no significance between the careers of the parents and the career aspiration of the students. Careers officers were found to be operating at the level of guidance to university choices only and not courses and advisory as such. In most cases, it was not integrated in the

choosing the geography especially among bright students. Further studies should be done as a follow-up to find out whether these students will pursue geography related careers.

The study recommends that the examining bodies should strive to train local examiners and inspectors, provide a list of suggested books, provision of requisite resources like CDs and DVDs, students to work hard in their studies, participation of parents to be enhanced, and there is need to make a follow-up on the grandaunts to find out if they still pursue geography.

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List of Abbreviations

GCE	-	General Certificate of Education
ICT	-	Information Communication and Technology
IT	-	Information Technology
KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
KIE	-	Kenya Institute of Education
MoEST-		Ministry of Education, Science and Technology
SPSS	-	Statistical Package for the Social Sciences
UK	-	United Kingdom

CHAPTER ONE

INTRODUCTION

Background of the Problem

Geography has always occupied a very central role in the planning of development plans for many countries. It is a matter of concern to geographers and professionals in other fields related to geography that the pursuit of the subject worldwide and in most secondary schools in Kenya, particularly those following the General Certificate of Education curriculum in Mombasa and Nairobi had a very remarkable decline in enrollment (Edexcel, 2002; Royal Geographical society (RIG), 2003; TEW, 1999). Geography is vast and it has a very central role in the understanding of human developmental dynamics. Not only does the individual child has an alienable right to education and all the opportunities that are concomitant to this, but also they are entitled to openings that could expand their individual personal actualizations and opportunities to play a role in the expansion of knowledge (Total Intergrated Quality Education and Training (TIQET), 1999).

One alienable right granted to students is the right to choose subjects at form three that they would like to pursue further and sit for at the terminal form four examinations under GCE system of education. It is stipulated that a student cannot, in all honesty, sit for all subjects offered at this examination. The decline in the number of students, who opt to study geography, is a matter of concern to curriculum developers, academicians, economic planners and geography teachers. The implications of this decline are far-reaching and undermines the focus of broad-based education and the ability to develop an all round individual (Kemp, 1977).

Meir (1995) attributed the decline in the number of students pursuing the subject to current education policies, perceived rapid technological advances and the long time belief that education is not only desirable to all but a tool to equip citizenry with capacities to higher productivity. At the society level, education is a vital asset that would bring important benefits to an individual person and the society and community. Learners are therefore advised not to pursue what the society view as marginal subjects like geography. The communities view curriculum from the utilitarian perspective rather than from an aesthetic or academic perspective.

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Although geography as a discipline has increasingly continued to concern itself with man and his environment, it is still viewed with suspicion as a pseudoscience and has not developed clear-cut parameters and principles that will delineate its core fields from other related fields. The teaching methodology and subject content is viewed as being not only amorphous but an indefinable amalgam of science, arts, sociology and the newly emerging humanities. These delineations have had a great toll on the subject.

Dofour (1990) refers to the new areas of study developed during the 1970's and 1980's as the cross-curricular themes; they include population geography, settlement, environmental studies, social studies, urbanization, agriculture, among others. These areas are integrated in the secondary school geography curriculum while at tertiary level they stand as individual disciplines. Whether standing alone or integrated in the cross-curricular, these themes are not included in the list of mandatory subjects to be taught. As a result, the students are aggressively searching for short cuts or alternatives to either supplement the subject or remove geography completely from their subject choices or

options, leading to low number of students being examined in the final GCE form four examinations.

Good performance both in internal and external examination in any subject creates an academic discipline commitment and desire to pursue the subject to the tertiary level. Since success is measured by the ability of a student to pass final examination, Bett (1986), states that average performance in any subject predicate the number of students opting for it in the subject choices.

Teachers' ability to deliver the subject depends not only on his/her qualification but also the in- service courses which keeps him /her abreast with the new development in the subject. In-service training for teachers increases confidence and ease in teaching the content. Masden (1976) noted that proper in-service training programmes do not exist in many countries.

Socialization of children is the prime role of any family. Family background including liberty, resources, parent's level of education and careers, peers and ease to access all forms of media, has impact on the subject choices and future careers. Students need mentors; in today's world careers advice is not only the domain of the school counsellors but also a concern of all stakeholders including employers (Masden, 1976).

School facilities including libraries, textbooks, and visual aid among others have been cited as important aspects in determining the performance of any school curriculum (Eshiwani, 1983). It is evident that availability of the resources in geography department can enhance learning, motivate students and create more interest. It has been noted that heads of schools do not give preferences in procurement of resources in

geography in spite of the discipline demands on an extra budget in most cases higher than other humanities (Masden, 1976).

Masden (1976) found out that the time and number of lessons allocated for instructions for geography vary in many schools. Numbers of lessons and hours are few compared to other subjects. for example sciences, language and mathematics that are given more lessons. Time allocated for geography ranges from ½ hour to 2½ hours per week. An allocation of 4 lessons of 40 minutes per week is considered to be ideal by geographers.

The study aimed at determining whether the school performance in the subject, availability of facilities, in-servicing of teachers, teaching methodology, time allocation for instruction, parent careers and peers, influence the choice of geography. Although this problem concerns a very biased area of curriculum studies, compounded with insufficient data, it merits investigation since geography contributes to the broad based curriculum, which is the focus of a holistic education.

Statement of the Problem

This study is concerned with factors influencing the choice of geography in GCE curriculum. Geography is both an art and science subject whose holistic nature prepares an individual to contribute positively to the economic development of his or her country (Kamunge in TIQET, 1999). According to Hopper (1972), Raggat and Weiner (1995), Masden (1976), subjects in humanities category, geography included are located very little instruction time in the school timetable. Further studies done by Comber and Kevees (1973) concluded that few contact hours between teacher and the student contribute negatively to the performance of the students. This disinterests the students from perusing the subject whenever the option arises.

A study by Munyili (1988) indicated that teachers use few resources because they are not motivated. Geography demands high investment in terms of fieldwork equipment, laboratory, cartographic gear and a big budget for trips and fieldwork. Lack of proper budget allocation and support from the management cannot be only a source of demotivation among teachers of geography, but can lead to traditional teaching style-expository, which is boring and kills interest among students. Several studies have been carried out in teaching methods. Gopsil (1974) and Wachira (1992) both reinforced the need to use a variety of methods.

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Since the teaching of geography comes from a variety of knowledge including information technology, teachers need to constantly be in-serviced in the contemporary areas arising in the discipline. Makau. (1987) noted that in-servicing teachers would enable them to apply newly learned profession skills instantly. This point, the need for a proper in-service programme cannot be overemphasized.

Mentorship has been known as the best way of passing important skills from one generation to the other (Mbithi, 1972; Edwin, 1961; D'souza, 1999). Studies done by Raffee in Raggat and Weiner (1985) and Rono (1991) found out that aspired careers, peers, family background, media, alumni and schools one attend contribute a lot to social independence of a student. The ability to make decisions for any choice available to students will definitely be affected by these factors.

While so much has been done to address education challenges in this country, very few studies have addressed individual subjects, geography included. Wachira (1972) addressed facilitation as a method of teaching geography. Maoga (1989) looked at

fieldwork as a method of teaching geography. This study is concerned with the factors influencing the choices of geography in GCE curriculum. In recent years, statistics have indicated that the numbers of students opting to study geography are falling (Appendix F).

Purpose of the Study

The purpose of the study was to investigate what influences the choice of geography at form three in GCE curriculum. Various studies have been done on the subject content in the 8-4-4 curriculum, in secondary school. However, some of these studies have only concerned themselves with the choice of geography in the GCE curriculum. While the number of students taking GCE curriculum is large, it raises the concern that the number of students opting to study geography is relatively low.

The study aimed at investigating the role played by the school curriculum and non-school environment in influencing students to opt for geography. The study focused on the role of the school management in supporting the implementation of the geography curriculum, teacher's qualifications and in-service programmes. The role and influence of parent careers, careers advice in schools, and peers on the choice of the subject have been studied extensively.

Objectives of the Study

The specific objectives of the study were to:

1. Find out what is the academic performance of students who opt for geography as a subject in GCE.
2. Find out whether time allocated for instruction of geography is enough to cover the GCE syllabus.

3. Determine the methods used by schools for students to choose optional subjects in GCE.
4. Investigate whether the teaching methodologies affects the choice of geography in GCE.
5. Determine the level of school commitment in procurement of resources and training (teaching, finances, in-service courses) in enhancing the delivery of the GCE geography syllabus.
6. Determine whether awareness of future career choices influence the choice of geography in GCE.
7. Find out whether parent's careers and peer socialization influence the choice of geography in GCE.

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Research Questions

To meet the said objectives, the study addressed the following questions:

1. What is the performance of students who choose geography as a subject in GCE as compared to the school performance?
2. Is the time allocated in the timetable for geography adequate to influence students to choose geography in GCE?
3. Is the time allocated adequate to cover the GCE syllabus?
4. Does the methods used by the school in choosing subject combinations disadvantage geography as a subject in GCE?
5. Do the teacher's teaching styles influence students to take geography as a subject in GCE?

6. Does the availability of facilities influence students' choice of geography as a subject in GCE?
7. Are the students aware of career opportunities available on taking geography as a GCE subject?
8. Does family background influence students in their choice of geography in GCE?
9. Does peer socialization influence students in the choice of geography in GCE?

Significance of the Study

Some of the factors that have been identified as affecting the choice of geography include subject content, the school curriculum, resources and other external factors that are necessary for learning and their availability. Knowledge about the above factors is considered very crucial and useful especially to policy makers, curriculum planners and developers who contribute towards developing, implementing and evaluating curriculum. In evaluating education, Lawton (1978) noted that a programme could be strengthened by making decisions on course improvement regarding materials and methods, deciding about individual needs and planning.

This study exposed the teachers to the current thoughts concerning teaching strategies and technological resources. It is expected to make the teachers improve in the delivery of the subject. The findings are also expected to inspire subject teachers to explore the relationship between geography and careers in science and technology, to inspire students to make wise and informed decisions when choosing optional subjects, for the school management in balancing the school curriculum and consider giving geography more time allocation in the school timetable. The study has also raised challenges to

stimulate more researchers to undertake similar studies hence improving the teaching, learning and the choice of the subject by students.

Limitations of the Study

The following limitations were encountered during the study, the limited literature on geography regarding GCE curriculum made this researcher to expand her research to all subject related literature. The findings from the study may not be generalized to all GCE schools in Kenya.

Delimitations of the Study

Eleven schools, which offer the GCE curriculum both in Mombasa and Nairobi provinces, were used in this study. Schools offering the 8-4-4 Curriculum were not included in the study.

Basic Assumption

The researcher assumed that the respondents co-operated and gave honest and uninfluenced answers.

Operational Definition of Terms

Academic Performance – refers to the average total marks in examination by each student.

Education System – refers to an organized plan, method or process of imparting or acquiring skills for a particular discipline, which has sequence and progression.

Academic Qualifications – refers to educational standards achieved.

Subject Contents – refers to substance of discourse, which distinguishes itself from others in its form and style.

Peer – refers to a group of individuals who assume to have the same qualities and rank according to age.

Labour Market – refers to the price or security of a career in the vocational arena.

Subject Choices – refers to an opportunity provided by the school in the course of study where students carefully select subjects taught by the school.

Career Advisor – refers to the teacher or counsellor in-charge of careers in a school.

Examination Body - refers to an organization, which is give authority to administer examinations and issue certificates.

Organization of the Study

The study is organized into five chapters. Chapter one consists of the background of the study, statement of the problem, purpose of the study, and objectives of the study, research questions and significance of the study. The limitations and delimitations of the study were stated, followed by basic assumption and operational definition of terms. Chapter two consists of a detailed review of related literature.

Chapter three-covers research methodology, research design, target population, research instrument, instrument validity and reliability. It also describes the method of data collection, computation and analysis of data. Chapter four consists of data analysis and discussion of the findings while Chapter five focuses on summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, the researcher reviewed literature pertaining to the factors affecting the choice of geography in GCE curriculum. The following aspects were dealt with; subject content, the school curriculum, and teachers' qualifications and availability of resources. External factors included parent careers, peer influence and students' future careers.

The researcher would like to note that many researchers on curriculum have concentrated on the teaching methodology, resources, dropout, and gender imbalance in education. There are few studies on individual subjects, which are limited on the factors affecting the choice of geography as an optional subject. However, other literature and research on the main objective of school curriculum and subject choices has with appropriate application and variation, been applied to the choice of geography in GCE 'O' level curriculum situation.

In studies done in Kenya on geography education, very few have focused on the students opting for geography in GCE curriculum although the problem is prevalent in the country and other parts of the world. For instance, Subject Overview Report (1999), GCE statistics (2002), Maoga (1989) and Wamutitu (1991) only looked at fieldwork as a method of teaching geography. Ongero (1987) concerned himself with geography in lower primary classes and Wachira (1992) looked at facilitation as a method of teaching Geography.

History of GCE

GCE – General Certificate of Education is a two-year programme that was introduced in 1951 in the UK. There are two boards that offer GCE examinations in UK and

overseas centers, namely Cambridge International Examination and Edexcel International, formally University of London (Cambridge, 2001). These Examination Boards are autonomous, but the Secretary of State has powers over them. Until 1993, the Secretary of State approved all the GCE O-Level and A-Level syllabus.

GCE geography syllabus seeks to develop in an individual the appreciation and awareness of the ways in which people and environment interact. The subject is concerned with the opportunities, challenges and constraints that face mankind in different places. During the course of study students acquire and apply skills and techniques of map-work, fieldwork and information technology needed to conduct geographical inquiry. The GCE geography syllabus consists of skills related to ordinance survey map work, photographs, sketch maps, satellites images and other sources. In physical geography (geomorphology), endogenic and exogenic processes are covered in topics like tectonic activity, earthquakes and volcanoes, rocks and landscape, rivers, ice, ecosystem, vegetation and soils, coast and weathering also meteorology and climate. Other topics in human and economic geography covered include population, settlements, agriculture and industry, resources and tourism, development and interdependence. The teachings of geography involve the widespread use of various resources including videos, information technology, the internet, maps and photographs and case studies that develop a wide range of skills.

The GCE examination consists of two terminal written papers. All the exams are marked in the UK by either one of the two examination boards depending on which one a student is taking the examination. A student can obtain grade A, B, C, D, E and U. A is the highest and U is a fail. GCE is a national school-leaving examination in several

countries including Singapore, Brunei, and Mauritius. In other parts of the world Kenya included, where it is offered in private schools, successful candidates often progress to A-level courses.

In GCE curriculum all subjects are given equal weight and are optional. In most cases the schools decide on the core and option subjects. Due to pressure and admission criteria set by most high schools and university admissions that demanded high grades in English language, mathematics and a science subject, most schools decided to make these subjects compulsory in the school curriculum leaving out other life-learning subjects such as geography.

The criticism of the school curricula is that, it has been written by a group of experienced professionals. In most cases they focus on the needs of the community as directed by stakeholders like Board of Governors, PTA and the sponsors of a school who can insist on which subjects to be core and which ones to be optional. If this is the case then, school curriculum might have missed the consideration for consequence of change and perhaps might not regard the balance of the curriculum offered and the outcome. The commitment of the student to pursue any subject creates an academic behaviour influenced by career perspective, esteem in the society, peer pressure and labour market. Raffee in Raggat et al (1995) observe that:

“Young people may share norms and perceptions which help to define situation and suggest appropriate course. They may be influenced by advice from family, peer groups and school. Their decision making may sometimes be confused.”

One cannot ignore the immediate intrinsic consideration of a student such as liking the subject or the subject teacher and long-term benefits such as career path. Students are

considered to be forward looking, to an extent that they challenge whether geography blends well with their desires and aspirations.

Kenya has its own Education system, the 8-4-4. It recommends 8 years of Primary Education, 4 years of Secondary and 4 years of university education. The 8-4-4 system replaced the 7-4-2-3 system in 1985. The advantages of the 8-4-4 over the 7-4-2-3 systems are the content, which is geared towards practice and technical education; emphasis is placed on exploitation of local resources and facilities, also concentration on utilization of student's experiences in class. The 8-4-4 system moves away from examination oriented/ examination centered nature to holistic education.

The individual objectives of geography in the 8-4-4 system include among others, to prepare the learner to make a positive contribution to the development of the society. The learner is expected to be self-reliant, co-operate and adapt well to his environment as well as to have a sense of purpose and integrity (KIE, 1992).

The teaching and learning of geography whether in GCE or KCSE, offer varied experiences that enable a student to develop into an all round adult. But teachers today than before fall short of keeping abreast with new knowledge and techniques. (Gopsil, 1974) and retain traditional approaches, which fall short of expectation of the demands of 21st century. There is a serious need to in-service geography teachers regularly to enable the subject to survive the rapid changes taking place in the employment sector which dictates on the education sector.

Subject Content

The basic structure of geography as a discipline of study can be divided into three groups, namely, physical geography, human and economic geography and practical and

mathematical geography (KIE, 1992). In physical geography, individual topics like geomorphology, soils, climate and biogeography are taught. Topics like agriculture, industries, political and social geography are taught in human and economic geography. Practical and mathematical geography involves itself in fieldwork, map reading, photography and statistics. Traditional areas of physical and human geography have in the recent years been supplemented with new areas of study such as remote sensing and Geographical Information Systems. In this case, geography shows itself as an interdisciplinary study that offers yet another perspective of the world and earns its place in the school curriculum. Geography also strives to promote an understanding of the earth's surface and more particularly, the character of place, the complex nature of people, relationships and interaction with their environment, and the importance in human affairs of location and the spatial organization of human activities.

The place of geography in the school curriculum has never been secured properly in spite of the fact that it takes its cue from parent disciplines in the interest of a balance programme. Up to the 90's there was the dominance of classic education in secondary schools curriculum and "of old fashioned prejudices" against subjects like geography, which could be put into immediate use. Willing (1990) and Wachira (1992) argue that geography can be used as a vehicle for the students to develop the art of using knowledge. Geography therefore has all the features, which distinguish it as a subject and hence securing its rightful position in the school curriculum.

The School Curriculum

The school system under GCE curriculum offers opportunities for choices at several stages of the school career, the critical stage being at form three. Gallen (1966) confirmed

by emphasizing that the primary function of the school is to provide pupils with the opportunities for participating in learning experiences that will result in new patterns of behaviour, acquisition of knowledge, concept formation, and formulation of values system, modification in self-concept and aspiration; and improvement of aesthetic satisfaction.

At form three stage the choice is offered through subject options. In some cases the choice of the subject may be restricted either by the school timetable or arrangement of subjects in the school curriculum. Kelly (1987) notes that the school curriculum represents the liquidation of commitments to a core curriculum and a defined work. It is not a very glorious retreat, but at least it gets this tiresome business out and leaves it to professionals.

The School Timetable and Lessons

By creating liquidation of commitment, restrictions are created both in the school curriculum and the timetable, but this is done in order to make the work of timetabler easier and create room for inclusion of other co-curricular activities with less time left for other subjects such as geography. In Finland, geography is an optional subject taught for one hour per week, Cyprus 2 hours per week and in Germany $\frac{1}{2}$ hour per week (Hopper, 1972). Masden (1976) and Hopper (1972) further observe that in the timetable allocation, English and mathematics receives pride places and each has an allocation of some five to eight periods a week. History and social studies and other humanities (geography) receive two periods only. They also noticed that morning lessons are devoted to science, mathematics and other practical lessons and humanities in the afternoon. The school timetable and the time allocated to humanities like geography have been noted as a factor

that contributes too few students choosing geography. Comber and Keeves (1973) cited that the school timetable and time allocated to humanities contribute negatively to the performance of the subjects.

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More instruction hours are key to higher achievement in the subject, which results to good performance in final examinations. School curriculum has a tremendous effect on the choices of subject. Raggat and Weiner (1995) asserts that some humanities are recommended as some practical and aesthetic activity in the school brochure, but it is clear that the humanities including geography and art, in most cases have a rather low priority in the option category. In such a situation the school should come up with clear policies on which skills to be acquired and then decide what is necessary for the learners. For instance, by classifying geography as humanity, students find it hard to link the subject content to its scientific nature and problem solving techniques.

Learning Resources

There are several studies that show the use of resources in learning and teaching of various subjects. Oure (1985) found out that there was a shortage of learning resources in all the subjects being offered, the presence of unqualified teachers, lack of funds and heavy teaching loads. At the same time teachers did not make use of the immediate environment as a source of instructional resources.

RIG (2002) in the quality assessment of geography report of 1994-95, it indicated that generally there is a recurrent problem in the provision of physical geography laboratory facilities, as these have to keep pace with the growth in students' number and demands. Also there is a serious deficiency relating to safety in most Geography Departments. The concerns for lack of teaching materials have a multi- dimension demeanor. School fee is

the main source of funding to most private schools. Coombs in Nguni (1977) argue that money is an absolute crucial input of any education system. It provides the essential power with which education acquires its human and physical input. Wachira (1992) contented that the inefficiency in the instruction given by geography teachers is due to lack of equipments in geography laboratories. The geography teachers are also expected to take good care of the resources the resources at their disposal.

Teachers' Qualifications

The minimum qualification for teaching in secondary schools in Kenya is considered to be a bachelor degree. Holders of diploma in education were prepared to teach in secondary schools, but at the moment they have been deployed to primary schools. In Kenya, teachers are especially prepared for the task of guiding the growth of their students academically, socially and morally. All the teachers are expected to impart knowledge that is useful to everyday life and maintain discipline in schools.

Teachers choose what to teach and how to organize and emphasize content. No one teacher can teach everything. Hyman (1973) states that geography teachers are specialists in their own right. Teachers are empowered by long training to help learners make use of their learning experiences to adapt to the changing environment. A change in methods of teaching, attention to certain goals and the introduction of new instructional procedures will affect the curriculum positively both in content and students experiences.

Okumbe (1999) ascertains that a democratic leader encourages members to participate in decision-making. Geography teachers can motivate and encourage students' participation through case studies, class presentations and project work. He further observes that young people have overwhelming preference for teachers who are democratic in teaching. A

teacher who utilizes teacher- student planning has a different curriculum from that of a teacher who uses a more authoritarian approach. Students initiate ideas, such as projects where they require much more flexibility in planning and operations. A teacher of this nature spends much of his time in preparation, creating activities, which will enable the learner to take charge. In order to accommodate all these, teachers need to be in-serviced regularly; in no country is there a regular compulsory system of refresher courses for those already teaching. In Belgium, Switzerland, Norway, Finland and Kenya, inspectors visit the teachers periodically and give necessary advice on basic information, interpretation of the syllabus, methods of teaching and teaching resources (Marchant, 1971). Cambridge and Edexcel the examination provide training for overseas teachers soon after changes are made in the syllabus or curriculum.

Geography demands "problem solving" approach on the instruction of the subject matter. Teachers should strive to make the subject interesting, democratic and use scientific methods during its delivery. Many geographers believe that, when the subject is placed on the hands of untrained teachers or teachers without a very strong foundation, students' interest in the subject wane. Technology through media, such as tapes, television and computers quickly brings to the students' information and ideas, which conventional texts cannot provide. Different reasons include lack of motivation among teachers, lack of funds, lack of in-service training and non-computer conformity have made many teachers to refrain from seeking contemporary innovations in instruction and learning.

External School Factors that Influence the Choice of Geography

External school factors are those factors that do not stem directly from school situation or from the education profession itself. They are social or economic in nature. Raffé in

Raggat et al (1985) argues that young people may share norms and perceptions, which help to define the situation and suggest appropriate course of action. Students' decisions may be influenced by advice, shared value, assumptions and pressure from family, peer group and future careers. The outcome of such decision may be out of invalid and unreliable sources of information leading to a fault decision. The information received and decision made may later be regretted.

Rono (1991) argues that the adolescent stage is crucial since it is during this stage where adolescents strive for emotional and social independence. The other role of the peer is to give information and help in making comparison about the world outside the family, moreover, this is where rehearsing roles and testing out ideas and behaviour is continuously going on. Hicks (1969) while studying African students discovered that pupils in developing countries appeared to approach the choice of occupations by focusing on those, which carry the most prestige in the society. Weel (1982), in his study of Kenyan students, concluded that the type of school one attends might influence the level of occupation aspiration. If the emphasis on the school curriculum is on science then most students will tilt towards science occupations. Sewell (1959); Kariuki. (1976); Kibera. (1983) observed that education and occupation aspirations are influenced by factors like, school type; school quality; examination marks and students socio-economic background.

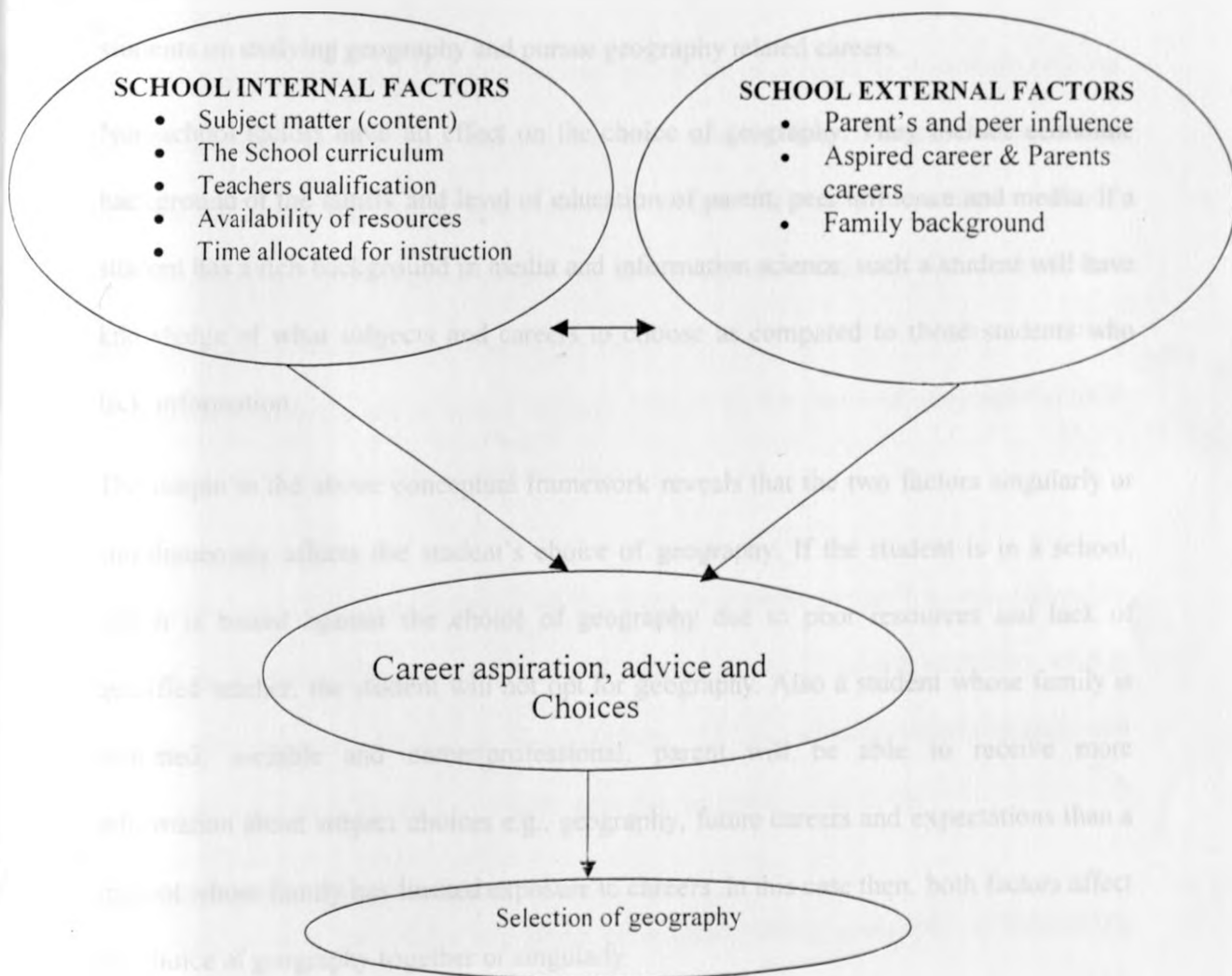
Conceptual Framework

Taking into consideration that education is a system of input, processes and output. The following variables account for the choice of geography in GCE curriculum among the private schools in Mombasa and Nairobi provinces. They include subject content, the school curriculum, teachers' qualifications, availability of resources and support from the

school management committees and school administration. These have been referred to as school internal factors. The other set of factors include family, peer influence, career aspiration, population change and lifestyle. These have been referred to as external factors.

The conceptual framework below has been used to show the group of variables and their expected directions of effects on each other and on the output.

Figure 1: Conceptual Framework



The framework describes the existing relationship between the two groups of variables and how they influence the output. For instance a student is expected to choose geography if the school she/he is studying has enough facilities like textbooks, maps and geography laboratory as well as planned and organized field study activities to enhance learning. This has an effect on administration support on procurement of resources. The role of qualified and motivated teachers who are able to interpret and implement the curriculum, motivate the students both in class and in the field, this will result in excellent implementation of the curriculum and good grades. This also will inspire students on studying geography and pursue geography related careers.

Non-school factors have an effect on the choice of geography. They include economic background of the family and level of education of parent, peer influence and media. If a student has a rich background in media and information science, such a student will have knowledge of what subjects and careers to choose as compared to those students who lack information.

The output in the above conceptual framework reveals that the two factors singularly or simultaneously affects the student's choice of geography. If the student is in a school, which is biased against the choice of geography due to poor resources and lack of qualified teacher, the student will not opt for geography. Also a student whose family is educated, sociable and career/professional, parent will be able to receive more information about subject choices e.g., geography, future careers and expectations than a student whose family has limited exposure to careers. In this case then, both factors affect the choice of geography together or singularly

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

This section deals with the description of the methods applied in this study. The section is organized under the following subsections: research design, target population, sampling procedures and sampling size, research instruments, data collection procedures and data analysis techniques.

Research Design

The study investigated the factors affecting the choice of geography in schools offering GCE curriculum in Mombasa and Nairobi since most of these schools are located in urban areas. The design for this study was ex-post facto. This design was chosen because the researcher was studying the events and circumstances, which had already occurred, and still exist in schools. No treatment was administered to the students in order to change either their choices of option subjects. Moreover, the choice of geography in GCE curriculum at form three had already occurred.

Target Population

The target population comprised of all the form 3 students in the 7 private secondary schools in Mombasa District that offer GCE curriculum and 23 private secondary schools in Nairobi Province offering GCE curriculum. All the administrators/principals and geography teachers in the target schools were also included in the study.

Sample and Sampling Procedure

The research used the whole population of students taking geography in form three, geography teachers and administrators in private secondary school offering GCE curriculum in Mombasa District and Nairobi Province.

Research Instruments

The research instruments in this study were questionnaires. Three questionnaires were developed and administered, one to the headteacher/principal, one to the geography teachers and the other one to the geography students.

Administrator's/Principal's Questionnaire

This questionnaire had seven items (appendix- C). Both open-ended and close-ended questions were given. The headteachers' questionnaire aimed at gathering data on curriculum establishment in the school, population of teachers and students, the number of geography students for the last five years, the state of career counselling department regarding subject choices in relation to careers and procurement of resources in the school.

Geography Teacher's Questionnaire

The teacher's questionnaire had ten items (appendix D) designed to elicit the teachers' academic and professional qualification, the way in which they deliver the subject, the availability of resources in the department and the development of the subject in the school. The teachers were also asked to state the performance of geography students as compared to the school performance. The questionnaire comprised of open-ended and close-ended questions.

Geography Students' Questionnaire

The students' questionnaire was designed to elicit the student's background and school related factors that may influence the choice of geography (Appendix E). The questionnaire consists of open-ended questions and close-ended questions. The students were required to specify the branch of geography, which interests them most, study

habits, parents' background and occupations. The students were also asked to tick the appropriate behaviour of the teacher during the lesson.

Pilot Study

A pilot study was done in three schools in Nairobi. The schools involved during the pilot study were not included in the main study. A maximum number of 30 geography students, 6 geography teachers and 3 headmasters/principals were included in the pilot study. Piloting was done to assess the suitability of the instruments to be used. Mulisa (1988) adds that apart from validity and reliability of an instrument, the suitability of the language should also be tested. After the testing (piloting), the items were discussed with the respondents to determine whether the questions were correctly worded and not open to misinterpretation. The supervisor reviewed the instruments and gave his feedback. The researcher then improved on the items that were found to be ambiguous and irrelevant to ensure that teachers and students do not misinterpret the questions.

Data Collection Procedure

Authorisation was sought from MoEST through the University of Nairobi and the respective schools offering GCE curriculum. A letter of introduction was sent to the various schools involved in the study. The questionnaires were delivered to all the schools under study then picked later with a view to giving the respondents ample time to sufficiently respond to the questionnaire items.

Data Analysis Techniques

Information from the questionnaires was written down, quantified and coded then categorized and generalized for analysis. The frequency of occurrence and prevalence amongst the respondents was determined. Simple statistical analysis of the quantitative aspects was done to generate appropriate inferences. The number of percentages of those

favouring the responses in comparison to secondary data determined the significance of any response. The Pearson Chi-square was determined to find out whether there was any statistically significant relationship between parent careers and their children's career aspirations. In addition, the researcher used Statistical Package for Social Science (SPSS) programme to analyse data collected.

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CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

Introduction

Presented in this chapter are the findings of the data analysed together with their interpretations. The data presented in this chapter were processed using the Statistical Package for Social Sciences (SPSS) programme. The techniques used include descriptive methods such as frequency distributions and proportional trends, Pearson correlation coefficient and Chi-square test. Demographic and other general information about administrators, teachers and students who participated in the study are presented first, followed by the findings on the factors influencing the choice of geography as discussed in GCE curricula.

Note on Questionnaire Return Rate

Eleven private secondary schools were involved in the study. Usable responses were received from ten headteachers, eighteen geography teachers and one hundred and fifty three geography students who were in form three. No responses were received from 16 private secondary schools due to school policies that obviate divulging of information.

Demographic Characteristics of the Respondents

The question on the age of the students studying geography at forms three was asked in order to find out whether the students were mature enough to give correct responses.

Table 1 summarizes the age and sex of Form 3 students studying geography.

Table 1: Age and Sex of Form three geography students

Age category	Gender of the students		Total
	Male	Female	
10 - 12 years	1	-	1
13 - 14 years	14	21	35
Above 15 years	51	61	112
Non response	1	4	5
Total	67	86	153

The findings in Table 1 reveal that majority of the respondents were above 15 years. This accounts for 73.9% of the population under study. The gender composition indicated that there were more female geography students as compared to male students studying geography at form 3.

Gender of the Geography Teachers

From the information provided by the teachers, it evident that there were eleven (61.1%) male geography teachers and six (33.3%) female teacher teaching geography in the 11 schools involved in the study. One teacher (5.6%) did not respond to this question.

Academic Qualification and Experiences

Both administrators and subject teachers were asked to indicate their highest level of academic attainment. The responses indicated that the 10 administrators and 15 teachers had attained university education while 3 teachers had gone through teacher training colleges. The findings reveal that 9 (50 %) of the teachers of the geography teachers held Bachelor of Science degree, 3 (16.7 %) teachers held Bachelor of Arts degree, 1 (5.6 %) teacher had Bachelor of Education degree, 1 (5.6 %) teacher had Master of Education degree and 1 (5.6 %) teacher had Master of Philosophy degree. Three (16.7 %) geography teachers held Diploma in teacher education. The results imply that majority of the geography teachers who participated in the study had not pursued degree courses in education. Presented in Table 2 are the findings on the academic qualifications of the administrators and teachers.

Table 2: Academic qualifications of administrators and teachers

Academic qualifications	Administrator		Teacher	
	Frequency	Percent	Frequency	Percent
Ph D	1	10.0	-	-
M Ed	1	10.0	1	5.6
MA and PGDE	1	10.0	-	-
MA	1	10.0	-	-
Bed/BA	1	10.0	-	-
Bed	-	-	1	5.6
BA and PGDE	1	10.0	-	-
BSc and PGDE	4	40.0	-	-
BSc	-	-	9	50.0
BA	-	-	3	16.7
Diploma in Ed	-	-	3	16.7
M Phil	-	-	1	5.6
Total	10	100.0	18	100.0

The respondents were also asked to indicate their years of service in the schools under study. The responses from the administrators revealed that, only two administrators had served their current institutions for over 9 years. The rest had been in the current institutions as headteachers for a period of between 1 and 3 years. Responses from the geography teachers on their teaching experience indicated that 6 teachers (33.3%) had been teaching for over 9 years and the other six (33.3%) between 1 – 3 years. Three teachers (16.7 %) stated that they had taught for between 4 years and 6 years while 3 (16.7 %) other teachers indicated that they had been teaching for 7 – 9 years. Table 3 indicates the number of years the teachers had been teaching geography in their current schools.

Table 3: Teachers Teaching Experience

Category	Frequency	Percent
1 – 3 years	6	33.3
Over 9 years	6	33.3
4 – 6 years	3	16.7
7 – 9 years	3	16.7
Total	18	100.0

The teaching experience of geography teachers indicated that majority of the teachers had a long geography teaching experience of more than 3 years, which is an asset in curriculum implementation and long enough too, to influence students into choosing geography.

Subjects Taught by the Administrator

The administrators were asked to name the subjects they teach with a view to providing information on possible participation of the administrators in the development of the subject as geography teachers in the department of geography. The findings reveal that 3 (30%) of the headteachers teach mathematics, 3 (30%) teach English languages or literature and 3 (30 %) headteachers teach the other science subjects, that is, physics, chemistry or computers. Only one headteacher (10 %) teaches geography. This indicates that majority of headteachers were not teaching geography. The findings are illustrated in Table 4.

Table 4: Headteachers teaching subject

Subject	Frequency	Percent
English literature/ language	3	30.0
Geography	1	10.0
Mathematics	3	30.0
Physics, Chemistry, Computer, Biology	3	30.0
Total	10	100.0

Teachers and Students Population

The administrators were asked to indicate the number of teachers in their institutions and the number of teachers who taught geography. They were also requested to indicate the number of streams per class and the average numbers of students per class for the last 5 years. The respondents were further asked to provide information on the number of geography students in their respective schools.

The findings indicate that 2 (20 %) of the administrators stated that their schools had between 51 and 60 teachers, 2 (20 %) stated that their schools had between 21 and 30 teachers and 2 (20 %) stated that their schools had between 11 and 20 teachers, 1 (10 %) stated that their school had between 1 and 10 teachers and 1 (10 %) stated that their school had between 31 and 40 teachers, 1 (10 %) stated that their school had between 41 and 50 teachers and 1 (10 %) administrator did not respond to this question. Presented in Table 5 are the findings on the total number of teachers in the target schools.

Table 5: Total number of teachers in the school

Total number of teachers	Frequency	Percent
51 – 60	2	20.0
41 – 50	1	10.0
31 – 40	1	10.0
21 – 30	2	20.0
11 – 20	2	20.0
1 – 10	1	10.0
Non-response	1	10.0
Total	10	100.0

Regarding the number of teachers teaching geography, one school had six geography teachers. This was the maximum number recorded. Three schools had three geography teachers. Responses were also sought on the number of streams per class. Six schools were found to have one stream whilst four schools had two streams. The findings also revealed that the maximum number of students per class was 40 while the minimum was 13. The range for the ten schools for the number of students per class was 27. Majority of the classes in the 10 schools had the average of 21 students per class. Presented in Table 5 are the findings.

Table 6: Average number of students per class

Number of students per class	Frequency	Percent
Non response	1	10.0
0 – 10	0	00.0
11 – 20	6	60.0
21 – 30	2	20.0
31 – 40	1	10.0
Total	10	100.0

Administrators provided information needed regarding the number of students per class in the last 6 years, starting from 1998 to 2003. One headteacher declined to fill in the questionnaire; three others answered the questions selectively. The reasons being that, they were not allowed to give this information due to competition in the market among private secondary schools. Bureaucratic procedures were also a hindrance regarding obtaining information relating to money and enrolment. Presented in Table 6 are the findings on the number of students in form 3.

Table 6: Number of students in Form 3 in the target schools between 1998 and 2003

Number of students in Form 3		Year					
		2003	2002	2001	2000	1999	1998
30 – 39	N	2	1	-	-	-	-
	%	(20.0%)	(10.0%)				
40 – 49	N	1	2	2	1	1	-
	%	(10.0%)	(20.0%)	(20.0%)	(10.0%)	(10.0%)	
50 – 59	N	2	2	2	1	1	1
	%	(20.0%)	(20.0%)	(20.0%)	(10.0%)	(10.0%)	(10.0%)
60 – 69	N	-	-	-	-	-	-
	%						
70 – 79	N	-	-	-	-	-	-
	%						
80 – 89	N	-	-	-	-	-	-
	%						
90 – 100	N	1	1	1	1	1	1
	%	(10.0%)	(10.0%)	(10.0%)	(10.0%)	(10.0%)	(10.0%)
Non response	N	4	4	5	7	8	8
	%	(40.0%)	(40.0%)	(50.0%)	(70.0%)	(80.0%)	(80.0)
Total	N	10	10	10	10	10	10
	%	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)

The results in Table 6 indicate that 1 (10.0 %) of the administrators stated that from 1998 to 2003, there were between 90 and 100 students in the school that he/she heads. The results also indicate that majority of the schools had less than 60 students. The

administrators were also requested to state the number of geography students in their schools between 1998 and 2003. The findings are illustrated in Table 7.

Table 7: Total number of geography students in the target schools from 1998 – 2003

Number of form 3 students		Year					
		2003	2002	2001	2000	1999	1998
Non response	N	4	4	5	7	8	8
	%	(40.0%)	(40.0%)	(50.0%)	(70.0%)	(80.0%)	(80.0%)
0 – 10	N	2	1	1	-	-	-
	%	(20.0%)	(10.0%)	(10.0%)			
11 – 20	N	1	3	2	1	-	-
	%	(10.0%)	(30.0%)	(20.0%)	(10.0%)		
21 – 30	N	2	-	-	-	1	1
	%	(20.0%)				(10.0%)	(10.0%)
31 – 40	N	-	-	1	1	-	-
	%			(10.0%)	(10.0%)		
41 – 50	N	-	2	-	-	-	-
	%		(20.0%)				
51 – 60	N	1	-	-	1	-	1
	%	(10.0%)			(10.0%)		(10.0%)
61 – 70	N	-	-	1	-	1	-
	%			(10.0%)		(10.0%)	
Total	N	10	10	10	10	10	10
	%	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)

The results in Table 7 show that the number of students is slowly increasing. However, viewed against the population of the 10 schools in Table 6, the number is still very low. It is also evident that the number of administrators who did not respond to the question reduced considerably from 1998 to 2003 ostensibly due to the short stint they have been administrators in the institutions.

Subject Content

Geography is regarded as amalgamation of both art and science discipline. This is because of its nature, which transcend from science to humanities. However, geography claims for distinctive functions in pursuit of social utility, development of intellectual

skills and interest. Presented in Table 8 are the findings on the branch of geography that interest the students most as indicated by the students.

Table 8: Branch of Geography, which interest students most

Branch	Frequency	Percent
Environmental Geography	49	32.1
Physical Geography	40	26.1
Human and Economic Geography	40	26.1
Practical and Mathematical Geography	19	12.4
Non response	5	3.3
TOTAL	153	100.0

The data in Table 8 connote that majority of the respondents, 32.1 % (49) showed interest in environmental geography, whilst 26.1 % (40), showed interest in physical geography and 26.1 % (40) showed interest in practical and mathematical geography. Five students (3.3 %) did not respond to this question.

Some of the reasons given for interest in Environment Geography include: -

- Students would like to solve environmental problems and help in conservation of the environment.
- Topics and contents concern what is real.
- Students would like to pursue careers in environmental issues, for instance, environmental science or studies.
- The branch is educative and applicable to our day-to-day lives.
- Students believe that the environment has a 'big effect' on our lives – like pollution, green house gases and ozone layer.
- Students have great interest in out door activities including plants and animals.

Some of the reasons given for having interest in physical geography include: -

- Physical geography is more interesting than other branches.
- After studying most of the physical geography topics/or concept, you can see, touch and examine practically what is taught in the class in the field.
- It involves a lot of traveling, trips.
- Nature is beautiful to study – it is real.
- Easy to revise and pass in the examinations than all other branches.
- Students love calculations and statistics and enjoy solving geographical problems since they are also good at mathematics.
- Easy to understand
- Students love to use maps to learn about the world and study natural phenomenon like vulcanicity (earthquake, rivers, glaciers, etc). Also curious about nature.
- Fascinated with natural features like landscape, mountains and valleys.

Some of the reasons for showing interest in human and economic geography include: -

- It has many interesting field or topics that are ease to understand.
- Fascinated on learning about places, people and culture.
- Sometime you use common sense to solve problems.
- Would like to follow my parent's career in business.
- Like studying on how people are born migrate and issues like conflict resolution among farmers and tourists.

Success in education today is determined by among other factors the grade one obtains in the final examination. Students were asked to indicate the grade they expect to get in

geography at 'O' level examination. Table 9 indicates the grades expected in geography by form three students at the final 'O' level examination.

Table 9: Grade expected at 'O' level examination

Grade	Frequency	Percent
A	66	43.1
B	60	39.2
C	22	14.4
D	1	0.7
E	1	0.7
Non response	3	2.0
Total	153	100.0

From Table 9, it is apparent that most students seem to be committed to high performance and majority of them, 96.7 percent were expecting to obtain an above average grade (C grade). Among them, 82.3 % expect to get grade A and B. Two students (1.4 %) do not expect to get good grades and indicate grade D and grade E respectively. The findings imply that majority of the students are determined to get good results. This kind of determination is favourable to the subject since good performance in any subject encourages many students to pursue the subject to tertiary level.

The findings of the study further indicate that majority of the students were expecting to achieve their target of getting the grades indicated by, among other things: revising regularly and putting in a lot of more effort: paying attention and concentrating in class: hardworking and doing all the assignments including handing in assignments on time: use of past papers and extra work to revise: prioritizing – giving 30 minutes to 2 hours per day revising geography: revising physical geography regularly since it seems to be more

difficult to comprehend as compared to the other branches as indicated by some students; and, revising geography weekly.

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The students, who indicated that they expected low grades, that is, 'C' and below, which is 1.4 %, gave the following as their reasons: -

- Negative attitude towards work in life.
- Having not really understood geography in general, although they enjoy learning certain things.
- Geography, seemingly, being different from other subjects
- Lack of focus and determination in life.

Only 2% of the students did not respond to this question.

Subject Performance

Geography teachers were asked to compare the performance of the subject in the last 5 years to the general performance of the school. This was to find out whether performance of the subject in any way influences the choice of the subject. Majority of the subject teachers indicated that the performance of geography was very good compared to the performance of the school. Table 4.4.7 shows the rating as indicated by the teachers.

Table 10: Performance of Geography compared to the school performance

Performance	Frequency	Percent
Excellent	1	5.6
Very good	7	38.9
Good	5	27.8
Satisfactory	3	16.7
Non response	2	11.1
Total	18	100.0

The findings in Table 10 bring to light the fact that majority of the students perform very well in geography compared to the school performance. Reasons for good to excellent results given by the teachers include: -

- Completion of the syllabus in good time, given ample time for thorough revision through homework, assignments and past papers.
- Majority of the students are motivated and hardworking who enjoy conservation and fieldwork. They also take initiative in whatever task they are engaged in.
- Trained, motivated and hardworking staff with a lot of support from administration when it comes to field trips.
- Buying of updated and excellent books recommended by the teachers

Several reasons were given for poor performance as summarized below: -

- Girls do not work hard enough like boys and in most cases, they comprise the majority in the geography class.
- Teachers felt that where co-education is provided, boys tend to be more serious with their work, finish their assignments in time and are highly motivated than girls. In other words, girls are the cause of poor performance in the subject.
- The groups of students taking Geography are generally average ability students with a few exceptions. They need a lot of time and effort to return very good results. Students choose subjects out of influence without due consideration to the subject content and their ability.
- Poor background in the subject.

The administrators were also asked to outline the number of students in the school as compared to the number of geography students. Majority of school administrators, 70% indicated that many students opted for geography while 30% did not. In most schools under this study, geography is taught to all student of form one and two. The administrators indicated that few students dropped the subject after opting for it in form 3. Table 11 presents the findings.

Table 11: Total number of students in the target schools compared to the geography students 2004 – 2005

Class/Form	Total population		Geography students	
	Number of students	Percent	Number of students	Percent
Form 1	116	10.3	91	11.4
Form 2	173	15.6	158	19.9
Form 3	243	21.7	206	25.9
Form 4	312	27.9	144	18.2
Form 5	150	13.4	120	15.2
Form 6	124	11.1	75	9.4
Total	1118	100	794	100

The administrators who indicated that geography is opted for by few students in their schools were further asked, in their opinion, how a number of statements given contributed to the comparatively low enrolment rates in the subject. Presented in Table 12 are the results.

Table 12: Factors contributing to low enrolment in Geography

Significance		Factor					
		A	B	C	D	E	F
A major problem	N	1	1	1	1	1	1
	%	(10.0%)	(10.0%)	(10.0%)	(10.0%)	(10.0%)	(10.0%)
Not a problem	N	-	-	3	1	1	-
	%			(30.0%)	(10.0%)	(10.0%)	
Non response	N	9	9	6	8	8	9
	%	(90.0%)	(90.0%)	(60.0%)	(80.0%)	(80.0%)	(90.0%)
Total	N	10	10	10	10	10	10
	%	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)

Legend

A – Short teaching experience D – Shortage of teachers who are well qualified to teach the subject
 B – Inadequate resources E – Shortage of good motivated teachers to teach Geography
 C – Curriculum related field trips F – No in-service course in the subject

Subject Attrition

The respondents were asked to outline the number of students who drop geography after opting for it in Form three. The findings are presented in Table 13.

Table 13: Number of students who drop geography after opting for it in form 3

Number of students who drop geography	Form 3	Form 4	Form 5	Form 6
None	4 (22.2%)	5 (27.8%)	4 (22.2%)	4 (22.2%)
Between 1 and 5 students	5 (27.8%)	2 (11.2%)	1 (5.6%)	-
Between 6 and 10 students	1 (5.6%)	1 (5.6%)	-	1 (5.6%)
Between 11 and 15 students	-	-	-	-
Between 16 and 20 students	-	-	-	-
Between 21 and 25 students	1 (5.6%)	-	-	-
None response	7 (38.9%)	10 (55.6%)	13 (72.2%)	13 (72.2%)

N = 18

The findings in Table 13 indicate that 1 (5.6 %) teacher stated that the highest number students who drop geography after opting for it do so while still in form 3 and ranges between 21 students and 25 students. The findings also indicate that 17 (94.4 %) [4 (22.2 %) in form 3; 5 (27.8 %) in form 4; 4 (22.2 %) in form five; and 4 (22.2 %) in form 6] of the teachers stated that none of the students drop geography after opting for it in form 3. Only one (5.6 %) student in form 5 and one (5.6 %) student in form 6 dropped out of geography after opting for it in form 3. At 'A' level, form 5 and 6, most of the students are above 17 years old and 18 respectively and they are expected to display a lot of maturity and focus. Most of them have decided on their future career aspiration, therefore pursuing what is required. The findings, therefore, imply that most of the students do not drop geography after opting for it in form 3.

The reasons given by the teachers as to why students drop geography after form 3 selections are listed below: -

a) Subject matter

- Poor background in the subject matter, where the student is not able to handle coursework and content applications.
- Too much work for students with more than 8 – 10 subjects.
- Wide syllabus coverage .extensive workload resulting into under performance in the other subjects, therefore drop geography.
- The nature of the subject is difficult for weak students (who are the majority) to understand.
- Most concepts and terminologies are difficult to understand.

- Compared to other humanities (Economics, Accounts, Business Studies) geography is considered to be the most difficult.

b) Career

- Shift in career choices
- For science students the desire to pursue only natural sciences related to their career aspirations.
- Geography is not 'useful' to their career choices and 'will not take them anywhere'.
- The subject matter not related to their newfound career choices.

School Timetable

Teachers were asked to indicate the number of periods allocated to geography per week.

This was to find out whether the school curriculum gave the subject enough time for instructions. From the information in Table 14, it is evident that the maximum number of periods allocated to form 1 and form 2 is 6 periods and a minimum of 4 periods. In form 3 and form 4, the maximum number of periods was 8 while the minimum for form 4 was 3 periods and the minimum for form 3 was 2 periods. At A-level, that is, forms 5 and 6, the maximum number of periods per week was 10 periods while the minimum number of periods was 4. Presented in Table 14 are the responses from teachers.

Table 14: Total number of periods allocated to geography per week from form 1 – 6

Number of periods		F1	F2	F3	F4	F5	F6
2	F	3	2	1	-	-	-
	%	(16.7%)	(11.2%)	(5.6%)			
3	F	8	8	6	5		
	%	(44.4%)	(44.4%)	(33.3%)	(27.8%)		
4	F	2	2	7	6	2	1
	%	(11.1%)	(11.1%)	(38.9%)	(33.3%)	(11.1%)	(5.6%)
5	F	-	-	1	2	-	-
	%			(5.6%)	(11.1%)		
6	F	1	1	1	1	3	3
	%	(5.6%)	(5.6%)	(5.6%)	(5.6%)	(16.7%)	(16.7%)
7	F	-	-	-	-	-	1
	%						(5.6%)
8	F	-	-	1	1	1	1
	%			(5.6%)	(5.6%)	(5.6%)	(5.6%)
9	F	-	-	-	-	-	-
	%						
10	F	-	-	-	-	2	2
	%					(11.1%)	(11.1%)
Non response	F	4	5	1	3	10	10
	%	(22.2%)	(27.8%)	(5.6%)	(16.7%)	(55.6%)	(55.6%)
Total	N	18	18	18	18	18	18
	%	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)

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The teachers were also asked to indicate the time per period in the timetable, which partly reflects the school curriculum. The findings are illustrated in Table 15.

Table 15: Time per period for each geography lesson

Time (minutes)	Number of teachers	Percent
40 minutes	10	55.6
50 minutes	2	11.1
35 minutes	1	5.6
60 minutes	1	5.6
Non response	4	22.2
Total	18	100.0

The findings in Table 15 indicate that majority of schools (55.6 %) have periods lasting 40 minutes and 11.1 % of the schools have periods lasting 50 minutes. When asked whether the time allocated for instruction of Geography is adequate to cover GCE Geography syllabus, 94.4 % of the teachers affirmed that time is enough and 5.6 % indicated that they consider that the time allocated is not enough.

Revision time allocated to Geography

Time allocated for revision within the students individual timetable reflect the commitment that they have towards interest and determination to pass. Obtainable in Table 16 are the findings from the students on the time they allocate for revising geography.

Table 16: Time allocated for revising geography

Time	Number of students	Percent
1 hour – 2 hours	71	46.4
3 hours – 4 hours	36	23.5
30 minutes – 45 minutes	35	22.9
5 hours – 6 hours	6	3.9
Non response	5	3.3
Total	153	100.0

The results in Table 16 show that majority of the students, 46.4 %, spend about 1 – 2 hours per week revising geography while only 3.9 % spend about 5 – 6 hours per week to revise geography. Only 22.9 % of the students spend less than an hour revising geography. This shows that majority of the students are committed and determined to working harder towards obtaining A – C grades as indicated earlier. Diverse responses were received from the students on why they give the amount of time indicated; and are classified into three categories of low, average and high time allocation.

The reasons for ½ - 45 minutes per week, which is on the lower side, were: -

- Load of 8 subjects too heavy, one needs to balance the timetable and share revision time wisely/equally.
- I follow and understand the teacher's teaching in class therefore need little time to revise.
- Have a lot of homework from geography and other subjects.
- Hardly revise except near examination.
- Don't like geography – my parents forced me to take it.
- Little time due to distance between schools – a lot of time used on traveling/commuting.
- Too much involved in other activities including co-curricula and madrassa.
- It is an easier subject – other subjects need more time.
- The shorter the time you use to revise the more the concentration.
- I have a poor concentration span.

Average time: 1 – 2 hours per week, which is considered to be average revision time?

Reasons include: -

- Balancing out the study/revision plan.
- 1 hour is good enough.
- I need 1 – 2 hours since I revise by writing my own notes
- 2 hours is enough. I have a poor concentration span.
- To develop ideas in geography.
- This is all I need.
- Physical geography needs constant and continuous revision and reading.
- Want to expand my knowledge.

Highest time spent (3 – 6 hours) per week. Reasons include: -

- Too much work to cover in geography. Need more time.
- It is a difficult subject – I need to do a lot of revision in the course of the term so that I don't spend much time on it during examination.
- Subject broad hence more time needed.
- Revise early so that I don't spend much time on it during examination.

Methods Used by Schools to Choose Option Subjects

Regarding enrolment and attrition in the study of geography, school administrators were asked to list and explain the methods used to arrive at subject choices. This was to elicit the point that most subject combinations and arrangements are a source of low enrolment to subjects like geography being one of the humanities. Majority of the administrators (80 %) indicated that they do not use any methods or groupings when providing choices to the students. The groupings resulted from the choices made by the students. Twenty percent indicated that they provide the students with choices. At the same time, 80 % of the grouping of the subjects resulted in to combination taught at the same time such as

physics/history and geography/history among others. The criteria for the subject groupings are almost common to all the schools; the groupings are based on disciplines where mathematics was grouped with sciences and humanities. Other schools indicated the grouping as languages, humanities, applied sciences and science, where mathematics and English were considered as compulsory subject, and choices were given in sciences, one foreign language and humanities.

Apparently, humanities comprised of geography, business studies, economics, accounting and commerce. Geography is considered the most extensive and difficult subject in this category. The suggestions given by the administrators on the possible ways to make geography popular/or to encourage many students to opt for and change the negative attitude towards it included: -

- Improve performance in geography so that students can view it as a subject that is not harder than the other humanities, for instance, History and Economics.

- Subject teacher should enhance the use of audio-visual aids, trips/field work and the use of case studies, which involves student's demonstrations and participations. Both teachers and administration should make effort to let student attend symposiums and lectures on geography related topic and issues.

- Varied teaching methods were suggested including inviting guest speakers. Different topics and issues should be tackled and encourage students to develop projects on them.

- Lastly the students should be motivated to take keen interest in the subject from the primary or junior school level. Using varied teaching methods like field trip,

project work, essay competitions, inviting guest speakers and career talks at early age can do this.

Teaching Resources

Teacher's style incorporates factors such as presentation, methods of teaching, learning resources, students' involvement and evaluation by both the teacher and the student on the achievement on the learning experiences. The findings on use of teaching aids/resources reveal that while majority of teachers, 94.4 percent were using teaching aids/resources only 5.6 percent used the expository method.

A wide range of teaching resources was found to be in use by the geography teachers. These include among others, resources in the ICT like the internet, computers, DVDs and CD ROMs; models like rocks and globe; instruments like wind vane, anemometer and thermometer; print materials like textbooks, diagrams, posters and flip charts, photographs, maps, newspapers and journals. Table 17 shows the resources commonly used by teachers during instruction of geography.

Table 17: Resource utilization among geography teachers

Response	Resources				
	ICT	Models	Instruments	Print	Convectional
Yes	20.4%	16.0%	11.3%	37.95%	5.6%
No	79.6%	84.0%	88.7%	62.05%	94.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The data in Table 17 indicate that majority of the teachers use print materials and computer related aids more than instruments and models which are traditionally considered exclusive geographical.

When asked whether teachers feel supported by the school and administration in resource procurement, 44.4 % of the teachers indicated that they were supported by the administration, 33.3% of the teachers felt highly supported, 16.7 % of the teachers felt fairly supported and one teacher did not respond to the question. School administrators indicated that they spend quite a substantial amount of the department's budget on field trips, that is, 30.0 %. Cassettes, CDs, conferences, workshops, and in-service training each take about 20.0% of the geography department budget. Majority of the administrators, 60.0 % find funds allocated to geography department adequate, 10.0 % find it inadequate and 3.0 % did not respond to the question. The uses of relevant resource materials in class help teachers to bring the world and its physical features into the four walls of the classroom. This kind of methodology or teaching styles motivate students, create interest and make students explore the content of the topic to the maximum since, seeing is believing.

Eight (80.0 %) of the administrators identified school fees as the main source of funding. Two (20.0 %) of the administrators did not respond to the question averred that they were not allowed by the school owners and management to divulge any information regarding finances.

Teachers' Teaching Style

Behaviour of the teacher during the lesson can be used to establish teacher's teaching style. Students are consumers of teaching and they know what they can or cannot consume. Flood (1974), when arguing about students' evaluation of teachers said that students admittedly cannot analyse teaching ability into its elements and they rarely have a clear standard of what constitute good teaching, but they do not need to have either.

They can answer specific questions about their reaction, and that is all any scale asks them to do. The students were asked to state whether they; always, often, occasionally, rarely or never agree with a number of statements given to ascertain the behaviour of the teacher during the lesson. Table 18 indicates the behaviours of the teacher during the lesson.

Table 18: Teacher's behaviours during the lesson

Statement/Behaviours	Response						Total
	Never	Rarely	Occasionally	Often	Always	Non response	
The teacher makes her/his lesson clear to the students	-	3 (20.0%)	13 (8.5%)	48 (31.4%)	87 (56.9%)	2 (1.3%)	153 (100.0%)
The teacher tries new ideas with the students	4 (2.6%)	28 (18.3%)	24 (15.7%)	38 (24.8%)	57 (37.3%)	2 (1.3%)	153 (100.0%)
The teacher criticises poor work	22 (14.4%)	31 (20.3%)	13 (8.5%)	26 (17.0%)	56 (36.6%)	5 (3.3%)	153 (100.0%)
The teacher assigns students particular tasks in the subject	8 (5.2%)	41 (26.8%)	26 (17.0%)	43 (28.1%)	24 (15.7%)	11 (7.2%)	153 (100.0%)
The teacher is friendly	3 (2.0%)	10 (6.5%)	17 (11.0%)	42 (27.5%)	76 (49.7%)	5 (3.3%)	153 (100.0%)
The teacher is strict	9 (5.9%)	29 (19.0%)	31 (20.3%)	57 (37.3%)	18 (11.8%)	9 (5.9%)	153 (100.0%)
Maintains definite standards of performance	-	6 (3.9%)	40 (26.1%)	41 (26.8%)	56 (36.6%)	10 (6.5%)	153 (100.0%)
Makes sure the lesson is followed and understood by all	2 (1.3%)	5 (3.3%)	14 (9.2%)	26 (17.0%)	99 (64.7%)	7 (4.6%)	153 (100.0%)
Encourage the students to try correct and accept wrong answers	5 (3.3%)	6 (3.9%)	14 (9.2%)	29 (19.0%)	93 (60.3%)	6 (3.9%)	153 (100.0%)
Makes the students work to capacity	1 (0.7%)	3 (2.0%)	20 (13.1%)	46 (30.1%)	74 (48.4%)	9 (5.9%)	153 (100.0%)
Emphasizes & examines the role of the subject for future careers	47 (30.7%)	27 (17.6%)	28 (18.3%)	26 (17.0%)	13 (8.5%)	12 (7.8%)	153 (100.0%)
She/he is very easy to understand	5 (3.3%)	16 (10.5%)	16 (10.5%)	37 (24.2%)	71 (46.4%)	8 (5.2%)	153 (100.0%)

From Table 18, it is evident that the majority of the students 64.7 % (99) stated that their teachers make sure that the lessons are followed and understood by all their students. An equally large number of students 60.3 % (93) were of the view that their teachers

encourage them to try correct and accept wrong answers. It is also evident that 26.8 % (41) of the students stated that their teachers do not assign students particular tasks in the subject. This means that the teachers do the talking and controls learning. This is common among teachers who use lecture method.

It can further be concluded that the behaviour of the teacher influences the performance and choice of subjects by the students. On one hand, teachers who are happy and motivated are likely to have a positive effect on classroom learning conditions. On the other hand, students will do everything possible to meet the expectations of their teacher. Simiyu (2002) also recognized the positive influence of a motivated teacher towards the liking and performance of the students.

To ascertain the behaviour of the teachers in the classrooms, each item was assigned values between one and five to correspond to the attitudes of those who agree that their teachers always conform, often conform, occasionally conform, and rarely conform and those who never conform to the statements on the behaviour of the teacher in the classroom.

Rating	Value
Always	1
Often	2
Occasionally	3
Rarely	4
Never	5

The behaviour of the teachers was ascertained by determining the maximum and minimum values of the 12 items. The minimum value was 12 while the maximum was

60. The items were then assigned the values to determine those who behave well, those who are neutral and those who do not behave well in their classrooms.

Minimum score	12 x 1	=	12
Maximum score	12 x 5	=	60

Therefore, the score of:

12 - <36	-	Behave well
36	-	Neutral
>36 - 60	-	Do not behave well

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Table 19: Behaviour of the teacher during the lesson

Rating of behaviour of the teacher	Number of students	Percent
Behave well	140	91.5
Do not behave well	9	5.9
Neutral	3	2.0
Total	152	99.3

From Table 18, it is evident that majority of the respondents 91.5 % (140) agree that the teachers do demonstrate positive behaviour during lessons, while 5.9 % (9) of the respondents stated that their teachers do not perform well during the lesson. The findings, therefore, connote that the majority of the teachers demonstrate appropriate behaviour during lessons, which, in essence, positively influence students to choose geography in GCE curriculum in private schools.

In-servicing Teachers

The teachers were asked to indicate whether they had attended any in-service courses in geography, the findings reveal that sixty one per cent of the 18 teachers stated that they had attended in-service programmes and seven (38.9 %) stated that they had not attended any form of in-service training. Two teachers (11.1 %) stated that they had taken a trip to

England to attend in-service programme for one week, nine (9 %) had attend inset training within their schools; programmes that take between 1 – 2 hours. Traveling to England for the in-service courses was predicated upon by the fact that GCE curriculum is a UK based curriculum. The topics are taught incorporating global issues. It has a lot of content on the education policies, culture and issues of the UK society where it originates. The findings are concomitant with those of Sewell (1959), who states that without in-service training, both experienced and inexperienced teachers become confused about the purpose of innovations and how to implement them.

The teachers were further asked to indicate who organised the in-service courses. Table 20 indicates who organised the in-service courses.

Table 20: Institutions offering in-service training on geography

Institution	Number of teachers	Percent
Edexcel Exam Body	4	22.2
Cambridge International Examination Board	2	16.7
Ministry of Education	2	11.1
Dragonfly Training Limited – UK	1	5.6
Non response	8	44.4
Total	18	100.00

The information in Table 19 show that 22.2 % (4) of the teachers had attended courses offered by Edexcel Examination Body, 16.7 % (2) stated that they had attended courses organised by Cambridge International Examination Board, 11.1 % (2) of the respondents stated that they had attended courses offered by the Ministry of Education and 5.6 % (1) stated that they had attended courses offered by Dragonfly Training Limited in the United Kingdom. The findings further reveal that most schools found it expensive to send teachers to England for proper in-service training due to the cost of traveling and

accommodation. The assumption was that basic training in Bachelor of Education, on job training and inset programmes were sufficient training for the teachers to handle GCE geography.

Teachers on their part indicated that they would like to have formal induction to the syllabus, as they felt that they were not confident and felt inadequate to tackle some topics in the syllabus. A formal and detailed in-service training was envisaged to enable graduate teachers to have an opportunity to keep pace with new discoveries in material and technique.

The Influence of Future Careers on the Choice of Geography

It is evident from the findings of the study that majority of the schools under the study, 90 % (9) have a well established career guidance office, which provide information on student choices, colleges and careers, while 10 % (10) of the schools under study did not have well established career guidance offices. Furthermore, the 9 schools provide career advice to form 3 students before they make subject choices, and this continues at different times of their study in these particular schools. The frequency with which the students meet career counsellors is shown on Table 21 as indicated by the administrators.

Table 21: Frequency with which career counsellors meet form 3 students

Frequency	Number of administrators	Percent
Once a year	3	30.0
Termly (on students request)	3	30.0
Monthly	2	20.0
Termly	1	10.0
Non-response	1	10.0
Total	10	100.0

Out of the normal routine scheduled by the school, it is evident from Table 21 that 30.0 % (3) of the students in form 3 seek career advice once a year and an equal number of administrators, 3 (30.0 %) indicated that the students seek career guidance once a term. This shows that students are aware of the importance of seeking professional advice on their subject choices and want to be sure that the subject they pursue will lead them to the careers of their choices.

The students were asked to specify whether they had at any time of their student life consulted a career advisor on their choice of subjects. Table 22 indicates the number of students who consulted career counselors in their student life.

Table 22: Number of students who had consulted career advisor

Response	Number of students	Percent
Consulted career advisor	38	24.8
Did not consult career advisor	108	70.6
Non response	7	4.6
Total	153	100.0

The findings in Table 22 reveal that only 24.8 % (38) of the Form 3 students consulted career advisors on their subject choices, 70.6 % (108) did not consult career advisors while 4.6 % (7) did not respond to this question. The students who consulted career advisors on their subject choices further indicate how often they did so. Twenty percent 2.0 % (3) of the students indicated that they always consulted career advisors. 6.5 % (10) indicated that they sometimes consulted career advisors, 13.7 % (21) indicated that they rarely consulted career advisors while 7.2 % (11) indicated that they never consulted career advisors and 70.6 % (106) of the students did not respond to the question.

The respondents were also asked to state how often geography students were guided about careers in geography. Table 23 show how often geography teachers talk about careers in geography to students.

Table 23: Frequency with which geography teachers talk about careers in geography to students

How often	Frequency	Percent
Monthly	8	44.4
Never	7	38.9
Once a term	6	33.3
Weekly	2	11.1

The findings enumerated in Table 22 indicate that 8 (44.4 %) teachers guide students on career once a month, 7 (38.9 %) teachers never discuss about careers in their lessons and 2 (11.1 %) teachers guide students on career on a weekly basis. The findings imply that majority of the teachers interact with students more often than the career advisors. Formally, this is happens during teaching and learning in class and informally outside the class. However, teachers are expected to integrate career guidance in their teaching in

order to give hope and show clear relationship between the topics they are teaching and the job opportunities and academic attainment students expect.

University fairs have been a great opportunity for students to inquire about subject choices and careers. The most common form is the early September fair by UK Universities, where more than 50 universities visit Nairobi and Mombasa to discuss issues concerning what they offer in their universities. Other fairs include the UK-mini fair in February, Kenya university fair and many others by individuals from the USA and Australia. Most of the time, schools arrange for their students to attend these fairs. The responses from the students point to the fact that only 13.7 % of the form 3 geography students had attended a university fair and only 8.5 % of them inquired about geography and out of 8.5 %, 5.2 % said that the fair was informative and helpful.

Geography students of form 3 classes were asked to indicate whether they were aware of careers available for students taking geography. The results are indicated in Table 24.

Table 24: Awareness by form 3 students on careers available for students who have taken geography as a subject

Awareness	Number of students	Percent
Not aware	76	49.7
Aware	71	46.4
Non-response	6	3.9
Total	153	100.0

The data in Table 25 reveal that majority of the students 49.7% (76) were studying geography but are not aware of the career opportunities available on taking geography while 46.4 % (71) stated that they were aware of the careers available on taking

geography and 6% did not respond to this question. The students who were aware of the careers available for geography indicated geology, astrology, sailing, meteorology, tour guide, aviation and teaching. The contemporary careers like research and evaluation, planning, economics and many others were inadvertently left out by the students. This, in essence, means that while the pace and evolution of geography is moving at a fast speed, most geography teachers and career advisors, including university representatives are still marketing the conventional careers in this area of geography.

The study also sought information on influence of parent careers and socialisation to the choice of geography. The results indicate that majority of schools 8 (80 %) involve parents in subject choices and career guidance while 2 (20%) do not involve parents. During subject choices and career guidance, parents are invited to meet subject teachers on career days, career evenings, and one on one parent - child and teacher meeting, furthermore, meeting the career counsellors by appointment. Teachers explained that parents influence the choices of subject through their careers, guiding their children to subjects that command respect in their community or society – (geography not being one of them) sometimes forcing their choices to their children. The findings imply that parents have a tendency of arrogating themselves the role of choosing subjects for their children, forcing them to take certain courses instead of advising/guiding their children on which subjects to choose.

Studies that have explored the relationship between students' socio-economic status in terms of their parents' level of education and type of occupation have confirmed that there is strong relationship between students' occupational aspiration and their parents' socio-economic status (Kariuki, 1976; Survell, 1957). Parents contribute to the running

of the school directly through paying school fees; to the planning and development and running of curriculum through BOG and PTA, however, they also do contribute directly through influences in areas such as subject and career choices (Survell, 1957).

Highest Level of Education of Parents

The level of education of parents ranged from University to High School level as shown in Table 25

Table 25: Educational level of parents

Level of Education	Father		Mother	
	Frequency	Percent	Frequency	Percent
PhD	5	3.3	2	1.3
Masters	5	3.3	2	1.3
Bachelors	56	36.6	35	22.9
Diploma/CPA	15	9.8	20	13.1
Form Six	7	4.6	4	2.6
Certificate	-	-	3	2.0
Form Four	5	3.3	13	8.5
Class 7/8	2	1.3	1	0.7
Non response	58	37.9	73	47.7
Total	153	100.0	153	100.0

Table 25 shows that majority of the parents [36.6 % (56) male; 22.9 % (35) female] had bachelor's degree as their highest level of academic achievement. A sizeable number of parents [9.8 % (15) male; 13.1 % (20) female] also had diplomas/CPA as their highest level of education. It is also noticeable from the table that a substantial number of students did not respond to this question.

The students were, in addition, asked to state the occupation of their parents. The findings are shown in Table 26.

Table 26: Occupation of Parents

Occupation	Fathers		Mothers	
	Frequency	Percent	Frequency	Percent
Business – farmer, management, marketing, advertising	65	42.5	92	60.1
Engineer - aerospace aeronautic/ computer software	23	15.0	1	0.7
Accountant/Economics/statistician	17	11.1	1	0.7
Civil Servant – administrative assistant, secretary	12	7.8	11	7.2
Medical - doctor, nurse, dentist, optician, surgeon	7	4.6	7	4.6
Military – police, security investigator	7	4.6	1	0.7
Teacher/Lecturer	3	2.0	13	8.5
Volunteer – human rights, environmental awareness/ conservation	3	2.0	2	1.3
Hotel – tourism, tour guide	1	0.7	2	1.3
Lawyer – lawyers, judges	1	0.7	2	1.3
Art/designer/architecture/ interior design	-	-	2	1.3
Journalist	-	-	2	1.3
Hairdresser/salonists	-	-	2	1.3
Non-response	14	9.2	16	10.5
Total	153	100.0	153	100.0

Data in Table 26 connote that majority of the parents are in business careers of farming, business management, marketing and advertising. These careers take 42.5 % of all the fathers and 60.1 % of all the mothers. It is also worth noting that 15 % of all the fathers

and 0.7 % of the mothers are in the different kinds of engineering careers. Another common career among the mothers include among others teaching/lecturing, being a civil servant and medicine, while the most common careers among the fathers were business, engineering, accountant, economists and statistician.

The students were additionally requested to outline their desired occupations. Majority of the careers indicted by the geography students are related to geography or they need geography background. While majority of the geography students, 17.0 % (26) stated that they craving to become teachers or lecturers. 9.2 % (14) stated that they aspired to become captain of the ship, pilot or explorer. Some of the geography students, 3.9 % (6) stated that they were longing to become volunteers, concentrating in human rights, environmental awareness and conservation. Surprisingly, very few students, 2.0 % (3) aspired to become meteorologist or geologists or archeologists or ecologists or seismologist. Similarly, a paltry 1.3 % (2) of the geography students desired to become surveyors. The occupations are listed on Table 27.

Table 27: Desired career by Form 3 Geography students

Occupation	Frequency	Percent
Teacher/Lecturer	26	17.0
Captain of the ship, pilot, explorer	14	9.2
Art/designer/architecture/ interior design	10	6.5
Business – farmer, management, marketing, advertising	10	6.5
Engineer - aerospace aeronautical /computer software	9	5.9
Journalist	9	5.9
Volunteer – human rights, environ-mental awareness/conservation	6	3.9
Entertainment – sports person, singer, actor	6	3.9
Accountant/Economics/statistician	6	3.9
Hotel – tourism, tour guide	4	2.6
Medical - doctor, nurse, dentist, optician, surgeon	4	2.6
Lawyer – lawyers, judges	4	2.6
Meteorologist/ geologists/ archeologists/ ecologists/ seismologist	3	2.0
Surveyor	2	1.3
Hairdresser/salonists	2	1.3
Military – police, security investigator	1	0.7
Civil Servant – administrative assistant, secretary	1	0.7
Not decided/not sure	13	8.5
No response	9	5.9
Total	153	100.0

Since parents seemed to have a lot of influence on the career choices of their children. Persons chi-square was determined to find out whether there existed any significant relationship between the careers of the parents to the career aspiration of their children.

Table 28 shows the relationship between the careers of the father in relation to that of the child.

Table 28: Relationship between occupation of fathers and the career aspiration of geography students

Occupation of father	Career aspiration of the students								
	Engineer	Educator	Medical practitioner	Security officer	Tourism	Business Practitioner	Civil Servant	Lawyer	Environmental Conservationist
Engineer	10		4	1		8			
Educator	1						1		
Medical practitioner	2	1	2	1	1	11	2		2
Sports person	1					3	2		
Journalist				3		4			
Security officer									
Tourism						2	2		
Business				1		8			
Practitioner									
Civil servant							2		
Lawyer						2			
Environmentalist/ Conservationist						6			
Designer/ Architecture	2					4			
Surveyor				1			1		
Tailor pilot	5					5	1	1	
Beautician									
Business career	1		1				1		
Meteorologist/ Geologist/ Archeologist/ Biologist/ Seismologist		1					1		1
Total	23	3	7	7	1	64	12	1	3

$$\chi^2 = 2.053; df = 1; p = 0.152$$

The findings in Table 28 point to the fact that there exists no statistically significant relationship ($p > 0.05$) between the occupation of the fathers and the career aspiration of the geography students. The findings further indicate that 11 students whose parents are medical practitioners, that is: doctors, nurses, dentists, opticians or surgeons aspire to become business practitioners, that is: accountants, economists or statisticians. It is also perceptible that 10 geography students whose fathers are engineers also look forward to becoming engineers. It is evident from the Table 28 that majority of the students would

wish to become accountants, economists or statisticians irrespective of the occupations of their fathers.

To determine if there existed any statistically significant relationship between the occupations of mothers and the career aspirations of the geography students, the Pearson chi-square was ascertained. Table 29 shows the relationship between the careers of the mothers in relation to that of the child.

Table 29: Relationship between occupation of mothers and the career aspiration of geography students

Engineer	Educator	Medical practitioner	Journalist	Security Officer	Career aspiration of the students							
					Tourism	Business Practitioner	Civil Servant	Lawyer	Environmental Conservationist	Designer Architecture	Business Career	
		1	1	1		20	2					
		1				1	2					
	4	3			1	12					1	
						5		1				
						6						
						1						
						4						
						8	3					
						1						
						1	1			1		
	1		1			3	1					
	1				1	4	2	1				
						2						
1	2	1				8						
						3		2				
							1					
	1	1										
1	10	7	2	1	2	80	13	2		11	1	

$$\chi^2 = 0.020; df = 1; p = 0.888$$

Data in Table 29 signify that there existed no statistically significant relationship ($p > 0.05$) between the occupations of the mothers and the career aspirations of the geography students. The occupation of the mothers did not play a momentous role in their children's choice of careers. Twenty geography students whose mothers are engineers aspire to become business practitioners, that is, accountants, economists or statisticians. Twelve geography students whose mothers are medical practitioners, that is: doctors, dentists, surgeons, pharmacists or nurses also aspired to become business practitioners. The results

also indicate that most of the geography students aspire to become accountants, economists or statisticians. The findings imply that despite taking geography in form 3, most of the students crave to take on careers that are remotely related to geography.

The students were asked to rate who among their fathers, mothers, teachers and other students had the greatest influence in choice of geography. The responses are enumerated in Table 30.

Table 30: Persons with the greatest influence on students' choice of geography

Rank	Other students	Mother	Father	Teacher
Very High	16 (10.5%)	21 (13.7%)	34 (22.2%)	31 (20.3%)
High	16 (10.5%)	30 (19.6%)	22 (14.4%)	29 (19.0%)
Low	20 (13.1%)	25 (16.3%)	21 (13.7%)	32 (20.9%)
Very Low	48 (31.4%)	22 (14.4%)	19 (12.4%)	8 (5.2%)
Non-response	53 (34.6%)	55 (35.9%)	57 (37.3%)	53 (34.6%)
Total	153 (100.0%)	153 (100.0%)	153 (100.0%)	153 (100.0%)

From Table 30, 22.2 % (34) of students stated that they were influenced by their fathers in taking geography, 20.3 % (31) by their teachers, 13.7 % (21) by their mothers, and 10.5 % (16) by other students. The findings imply that fathers influenced students to a very great extent in their choice of geography.

Teachers, on their part, explained the role of the parents in subject choices that related to advising students although some them went to the extent of forcing students either to take

up geography or to drop it. The reason they gave was that geography is not a prerequisite for future careers; it is just a learning subject. The teachers saw the influence of other students on the attitude of popular students towards the subject, that is, if the popular students like the subject, the others follow suit. The same applies when the popular students do not like their teacher. The teachers noted that bright students would come along with a group of other bright students – his/her friends. Subject content was also found to attract students into taking geography, especially content like physical geography, soils, climate and trade. Students see themselves in the careers associated with such topics.

The study sought to establish the problems faced by the administrators and teachers on the implementation of GCE curriculum. Although majority of the administrators were found not to have problems implementing GCE curriculum, they noted that most geography books were shallow, forcing them to buy several geography textbooks to complete different topics in the extensive syllabus. This makes the subject to be expensive.

Teachers were faced with problems ranging from inadequacy of resources to wide syllabus to cover within 2 years while at the same time; some topics in the syllabus were very difficult for the students to comprehend. The teachers also cited lack of cooperation from the students, especially during field trips and project work. Coordination with the examination body was found to be poor, resulting in examination that was out of tune with the syllabus. The teachers also cited lack of local cases as a problem that makes the subject look foreign. ICT integration was found to be a frustrating exercise, especially inset, which are planned but not delivered due to a myriad of problems. The teachers also

lamented that the speed of the internet was always too slow, making ICT integration too frustrating.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

Presented in this chapter are the summary, conclusions and recommendations of the study. The section ends with suggestions for further research.

Summary of the Study

The purpose of this study was to find out why the numbers of students opting for geography are low. The study sought to find out whether the following factors in any way contributed to the choice of geography, they include school curriculum, timetable allocation, teaching style of the geography teacher, availability of resources, in-service of teachers, parents careers and peer influence. The assumption was that all the students were able to make mature decisions on their subject choices.

The major finding in the study indicated that:

1. The academic performance of the students who opt for geography is below average. Majority of bright students don't opt for geography.
2. Time allocated for geography in the school curriculum is fairly adequate. There were a large number of teachers who indicate that they are comfortable with it.
3. Majority of the students spend little time revising geography.
4. School curriculum provide for choices in non-core subjects. All the methods of subject choices indicated in the study disadvantaged the choice of geography.
5. The main source of funding in all the schools is school fees. Administrators and teachers were in agreement that 1 % – 3.5 % of the schools' total budget set aside for geography department was meager though enough to run the department.

6. Students, teachers and administrators concurred that the resources in the geography department were not enough. The absence of resources was glaring in all schools.
7. Teachers' teaching style affect learning and choice of the geography. This included mastery of the subject; behaviours during the lesson and the use of resources for instance Information Technology.
8. Schools have career guidance offices that are not functioning properly. Career awareness programmes lacked in most schools. Students were also not adequately exposed on the career opportunities available to them.
9. Geography teachers have failed or deliberately refused to integrate geography career advice in their instructions.
10. Family background especially careers of both the mother and the father who are in business had shown to influence the choice of subjects of their children.
11. Peer socialization contributes to a small extent to the choice of geography. This was significant to bright students who pull in other bright students.
12. Although the results did not show any significant relationship between the career aspiration of the students, and that of their fathers, the results have shown that:
 - (i) Students whose fathers are in business would like to pursue mechanical and engineer related careers.
 - (ii) Students whose mothers are in business would also like to pursue a career in engineering, medical and business.

Conclusions

It may be concluded in the view of these findings that students enjoy what is taught in geography, although they find the content for two years too much. The resource

availability need to be improved, an extra budget for the geography department also needs to be considered. In terms of staff development, teachers need to be in-serviced regularly to enhance the instruction of the topic, which they find difficult, and the integration of IT in teaching. This will also help to improve their teaching style.

Career aspiration appears to be important in the choice subjects. Geography teachers need to in-cooperate career advice in their instructions. This should be schemed for and repeated in the course of the term to all classes. From the responses, which students gave on careers, there is a need to have functioning career offices and full time career advisers in all schools.

From the findings of this study, it has been noticed that the level of parent's involvement in the learning of their children is very high but care need to be taken so that schools go by the subject choices of the students and not what the parents choose. The interest and the ability of the students should be a first priority.

Recommendations

1. Edexcel and Cambridge should come up with lists of book, which can cover the content, assessment and final examination courses adequately.
2. Edexcel and Cambridge should support the schools offering GCE through the provision of resources such as CD, DVD, and technical equipment.
3. Edexcel and Cambridge should train local examiners, inspectors and trainers who shall also be used in staff-development and in-service training locally.
4. Students should adopt an attitude of hardwork, seriousness and regular revision of geography in their individual timetables.

5. Schools should enhance the participation of parents in the career choices of their students. Provision should be made to make sure that the interest of the students; their ability and desire for a certain careers are given first priority and not the study.
6. It would be important if a follow up study were done of the same students in various tertiary institutions and professions to see whether they still "pursue geography."

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Appendix A: Timetable of events

1. Writing proposal and presentation	2 months
2. Instrumentation	
i) Piloting	3 weeks
ii) Refining the instruments & typing	3 weeks
iii) Administering questionnaires and their Collection	3 weeks
3. Data analysis	4 weeks
4. Write up	1 month



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1981

Our Ref:

RESEARCH AUTHORISATION SECTION,
MOEST,
P. O. BOX 30040-00100
NAIROBI,

Dear Sir/Madam,

RE: APPLICATION FOR AUTHORITY TO CONDUCT RESEARCH IN KENYA
BY KENYANS

This is to certify that Caroline Nyamweya is a registered student in our Master of Education degree programme. She has completed her coursework and is currently working on her research project title "A study of the factors that influence the choice of geography in General Certificate of Education Curriculum in private schools in Mombasa and Nairobi provinces."

A handwritten signature in cursive, "G. Wanjala", is written over a circular official stamp. The stamp contains the text "FACULTY OF EDUCATION" at the top and "STUDIES" at the bottom, with a star on the right side.

DR GENEVIEVE WANJALA,
CHAIRMAN,
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Appendix C: School Administration Questionnaire

Dear Sir/Madam,

The purpose of this questionnaire is to find out how Geography curriculum is implemented in your school. You and your teacher(s) have been selected in this study, kindly avail all the necessary assistance and time for her/him to participate in the research. You are kindly requested to give honest responses. Any information that you supply will be treated as confidential.

Two types of questions are given in this questionnaire; structural questions and unstructured questions. In the structured questions several answers are given. Please tick one () on the choice you have made. The unstructured questions write your response in blank space provided.

1. a) Name of your school _____

b) How long have you served as a Headteacher/ Principal?

- | | | |
|------|------------------|--------------------------|
| i) | Less than 1 year | <input type="checkbox"/> |
| ii) | 1-3 years | <input type="checkbox"/> |
| iii) | 4-6 years | <input type="checkbox"/> |
| iv) | 7-9 years | <input type="checkbox"/> |
| v) | Over 9 years | <input type="checkbox"/> |

c) What is your highest academic achievement?

- | | | |
|------|-----|--------------------------|
| i) | PhD | <input type="checkbox"/> |
| ii) | Med | <input type="checkbox"/> |
| iii) | MA | <input type="checkbox"/> |
| iv) | Bed | <input type="checkbox"/> |
| v) | BSc | <input type="checkbox"/> |

vi) BA

vii) Diploma

Any other specify:

d) What subjects do you teach? _____

2. a) What is the total number of teachers in your school? _____

b) How many Geography teachers do you have? _____

c) How many streams do you have per class? _____

d) What is the average number of students per class? _____

3. What were the numbers of students opted for Geography in Form 3 for the last 6 years?

AR	YE	Total Number of the Students in Form 3	Geography Students
	2003		
	2002		
	2001		
	2000		
	1999		
	1998		
	Total		

a) Is there any difficulty in implementing geography curriculum in your school?

school?

Yes

No

If yes, state the problems.

b) i) Is geography opted by few students in your school?

Yes

No

If yes,

ii) How much do you think each of the following factors may have contributed to the low enrolment in the subject?

A – Short teaching experience

B – Inadequate resources

C – Curricular related field trips

D– Shortage of teachers who are

well qualified to teach the subject.

E – Shortage of good motivate teachers

to teach geography

F – No in-service course in the subject

Key: Use the key given below in order of significance.

1 – A major problem.

2 – No problem.

5.i) Does your school have a well established career guidance office?

Yes

No

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ii) Does your career advisor offer guidance before subject choices at different stages of the life of a student in school?

Yes

No

If yes,

iii) How often do your career advisor meet the Form 3 students to counsel them on subject choices and careers?

Monthly

Termly

Once a year

Any other time (please specify):

iv) Does your school involve parents in subject choices and career guidance?

Yes

No

If yes, please specify. _____

6.i) Approximately how much does your school spend, percentage wise out of your school budget, on the following Geographical resources:

i) Books

ii) Field trips

iii) Cassettes & CD ROM

iv) Conferences and workshops

v) In-servicing teachers

Any additional information will be appreciated _____

ii) How do you find the budget allocation for these resources and teaching facilities for geography?

i) Adequate

ii) Barely adequate

iii) Inadequate

iii) What are the major sources of funding in your school?

i).....

.....

ii).....

.....

iii).....

.....

7. List the methods used by the school to arrive at subject choices.....

.....

.....

.....

.....

.....

.....

.....

.....

(iii) If YES, could you kindly list the forbidden combinations?

...../.....
...../.....
...../.....
...../.....
...../.....

iv) Any reasons for forbidden combinations?

Explain.....
.....
.....
.....
.....

v) You may suggest ways, which may make geography popular among students.

Appendix D: Subject teacher questionnaire

Dear Sir/ Madam,

The purpose of this questionnaire is to find out how Geography curriculum is implemented in your school. Kindly avail all the necessary assistance and time for her/him to participate in the research. You are kindly requested to give honest responses. Any information that you supply will be treated as confidential.

Two types of questions are given in this questionnaire; structural questions and unstructured questions. In the structured questions several answers are given. Please tick one () on the choice you have made. The unstructured questions write your response in blank space provided.

1. i) What is the name of your school?

ii) What is your gender?

Male
Female

iii) What is the highest level of your professional qualification?

PhD
 MEd
 MA
 BSc
 Bed
 BA

Others specify:

.....
.....

2.i) How many years of teaching experiences do you have?

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

ii) Explain how you were inducted to the teaching of GCE curriculum.

.....

.....

iii) Have you attended any in-service course on geography?

- a) Where.....
- b) When
- c) Duration.....
- d) Who organized the course?

.....

.....

.....

3.i) How long have you been teaching geography?.....

ii) How many years at your present school?.....

iii) Indicate the students' population in your school against those who take geog.

<u>FORM</u>	<u>Total</u>	<u>Geog students</u>
1		
2		
3		

4		
5		
6		
TOTAL		

(i) What is the total number of periods allocated to geography per week?

Form 1

Form 2

Form 3

Form 4

Form 5

Form 6

One period is minutes.

5(ii) Do you consider the time allocated for geography adequate to cover GCE syllabus in your school?

1 Yes

2 No

What has been the performance of the school in the last 5 years compared to the general performance of the school?

a) Excellent

b) Very good

c) Good

d) Satisfactory

e) Poor

Reasons.....
.....
.....
.....

6.i) On average, how many students drop geography after opting for it in:

Form 3

Form 4

Form 5

Form 6

ii) List three main reasons provided by the students who drop the subject.

1.....
.....

2.....
.....

3.....
.....

7. How often do you talk about careers in geography to the geography students?

a) Weekly

b) Monthly

c) Once a term

d) Once a year

e) Never

8.i) Does your school administration check your books e.g. Log book, notes, record or work, etc.?

No

If yes, how often?

- 1. Lesson plan
- 2. Schemes of work
- 3. Record of work
- 4. Students notes

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Key: use Once a week use 1

Once a month use 2

Once a term use 3

Once a year use 4

Never use 5

9. Do you use teaching aids/ learning resources?

No Yes

If yes, list the common resources you are currently using as teaching aids.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....

10. i) Do you feel supported by the school Administration in acquiring new

technology resources?

- i) Highly supported
- ii) Supported
- iii) Fairly
- iv) Not supported

ii) Explain briefly the influence of the following in the choice (option) made by the students on which subjects to take.

i) Parents _____

ii) Peers _____

iii) Careers _____

iv) Subject content _____

Appendix E: Student questionnaire

Two types of questions are provided in this questionnaire; structural and unstructured questions. In the structured questions several answers are given. Please tick () the choice you have made.

In the structured questions, write your answers in the space provided.

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

ii) What is your age?

10-12 years

13-14

Above 15 years

iii) What is your gender?

Male

Female

2 i) Which branch of geography interests you most?

Physical geog.

Human and economic geog

Practical & Mathematical

Environmental geog

Give reasons:

.....

.....

.....

ii) What grade do you expect to get in your final examination?

A

B

C

D

E

iii) What plans have you put in place to achieve your grade in 2 ii) above?

Explain

iv) How much revision time do you allocate for geography?

½ - 45mins per week

1 - 2 hours per week

3 - 4 hours

5 - 6 hours per week

Give reasons

.....
.....

3.i) To what extent do you consider learning facilities in geography department adequate

1. Very adequate

2. Adequate

3. Inadequate

ii) If the facilities are Very adequate or adequate did they influence your choice of geography as a subject at GCE?

1. Yes

2.No

4. (i) What is your father/mother occupation?

i) Father.....

ii) Mother.....

ii) State their highest level of qualification

Father.....

Mother

iii) What occupation would you like to join when you complete school?

.....

iii) Who has had the greatest influence in your choice of geography as a subject in GCE

Mother ,

Father,

Teacher

Other students

Rank them in order of the highest 1 to the lowest 4

5. i) Have you at any time of your student life consulted a career advisor on your choice of subjects?

1. Yes

2. No

ii) If yes, how often?.....

.....

.....

.....

.....

ii) Have you at any time attended a University fair?

1. Yes

2. No

If yes, did you inquire about geography?

Yes

No

If yes, was the information helpful?

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Explain:

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

6. Are you aware of the careers available on taking geography as a subject?

1. Yes

2. No

If yes, state the career available for students who have taken geography as a subject.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

5. The behaviour of the teacher during the lesson.

Tick () in the appropriate column, which describe best the rating you consider most appropriate.

	Statement	Always	Often	Occasion	Rarely	Never
1.	The teacher makes her lesson clear to the students					
2.	The teacher tries new ideas with the students					
3.	The teacher criticizes poor work					

4.	The teacher assigns the students particular tasks in the subject					
5.	The teacher is strict friendly					
6.	The teacher is strict					
7.	Maintains definite Standard of performance					
8.	Makes sure the lesson is followed and understood by all					
9.	Encourage the students to try correct and accept wrong answers					
10	Makes the students work to capacity					
11	Emphasizes and examines the role of the subject for the future careers.					
12	She/he is very easy to understand					

THANK YOU.