FACTORS AFFECTING PERFORMANCE AMONG GEOGRAPHY STUDENTS IN KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE) "A CASE STUDY OF TURBO DIVISION, UASIN GISHU DISTRICT, RIFT VALLEY PROVINCE, KENYA"

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TABLE OF CONTENTS

Page

ıble of Contents.....i

eclaration iii

pproval.....iv

edication v

:knowledgement.....vi

bbreviations and Acronyms vii

bstract.....viii

HAPTER ONE

.0 Introduction.....1

.1 Background to the study.....2

.2 Statement of the problem.....5

.3 Purpose of the study.....6

.4 Specific Objectives 6

.5 Research Questions 6

.5 Scope of the Study 6

.6 Limitations to the Study 7

HAPTER TWO – LITERATURE REVIEW

ıtroduction.....8

ifferences in secondary schools 9

ifferences in teaching techniques.....9

Ionitoring of academic progress 11

ddressing staff difficulties.....12

he geography curriculum 12

echnology in geography 13

[ow parents can help 14

he learning environment 14

:onclusion 16

:HAPTER THREE – RESEARCH METHODOLOGY

.1 Research Design.....17

.2 Organisation of Study.....17

3 Data Collection Method.....17
4 Sample size and sampling techniques.....18
5 Data Analysis.....18

HAPTER FOUR - DATA PRESENTATION AND ANALYSIS

0 Introduction.....20
.1 Background characteristics of respondents (teachers) 20
.1.1 Teaching experience in years.....20
.1.2 Academic qualification.....21
.2 Factors relating to the teaching force.....22
.2.1 Level of teacher motivation 22
.2.2 Teacher's work load and performance.....22
.3 Teaching learning resources and performance in geography 23
.3.1 Availability of instructional materials/ reference books.....24
.3.2 Adequacy of study tours/field work.....25
.4 Strategies employed by the government 25
.4.1 School inspection by government 25
.4.2 Monitoring of teacher by their head 26
.5 Background characteristics of respondents (students).....27
.6 strategies employed by students 27
.6.1 Availability of discussion groups.....27
.6.2 Revision of geography notes 28
.6.3 Attendance of workshops and seminars.....28
.7 Summary of findings and discussions.....29

HAPTER FIVE - RECOMMENDATIONS AND CONCLUSION

.0 Introduction.....31
.1 Recommendations.....31
.2 Conclusion.....32
ppendix A - List of References.....33
ppendix B – Map showing districts of Kenya 35
ppendix D - Application for Permission.....36
ppendix E - Questionnaire for Geography Teachers.....37
ppendix F - Questionnaire for Geography Students.....39

DECLARATION

Munangwe Edward Simwa, here by declare that this research report is my original work
ıd has never been presented to any other University for academic assessment.

hereas works of other researchers has been used, acknowledgements have been duly
ade and in some cases quotations made.

n therefore here by presenting this research report in partial fulfilment of the
:quirements for the award of Bachelors of Education – (Arts).

tudent's signature .....

MUNANGWE EDWARD SIMWA

ate 26/8/08

APPROVAL

This is a report on factors affecting performance among Geography students in Kenya Certificate of Secondary Education (KCSE), a case study of Turbo Division, Uasin Gishu district, rift valley province, and it's submitted for examination purpose with my approval as university supervisor

Signature .....

SUPERVISOR

Date 26/08/08

DEDICATION

This research report is dedicated to my wife, children and the Geography teachers of Turbo Division of Uasin Gishu District, Rift valley Province in Kenya .

ACKNOWLEDGEMENT

ıis research report was made by the efforts and encouragements from a number of
:ople to whom I say thank you.

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ıpported me finically in my entire studies.

ABBREVIATIONS AND ACRONYMS

D-ROM	-	Compact Disk – Read only Memory
VD	-	Digital Video Device
d	-	Education
A	-	Geography Association
CT	-	Information Computer Technology
)DL	-	Institute of Open Distance Learning
CPE	-	Kenya Certificate of Primary Education
CSE	-	Kenya Certificate of Secondary Education
CA	-	National Curriculum Action
FSTED	-	Office of Standard Education
CA	-	Qualifications and Curriculum Authority
NS	-	Secondary National Strategy
PSS	-	Statistical Programme for Social Sciences

ABSTRACT

iis report presents investigations on factors that affect performance among :ography students in secondary education.

ıe study was conducted in Turbo Division, Uasin Gishu District, Rift Valley :ovince, Kenya. It was restricted to performance of geography students, in which 20 eography teachers and 21 students were interviewed.

ıere researcher administered his personally designed and approved questionnaires, hich were intended to revealed the factors relating to the teaching force, the /ailability of the teaching and learning resources and also some of the strategies that ere laid to improve the performance of Geography in Secondary schools.

was also found out that the teaching and learning resources were inadequate in)me schools and not available at all in other schools, and strategies that were laid to ıprove the performance of Geography in Secondary schools, were ineffective.

ıe report therefore recommends that Students should be encouraged by both their arents and teachers in every possible way, to improve on their performances.

n the other hand, Geography teachers should also be supported by the Government, arents, the school and even the students to acquire more instructional materials, for ıeir work. And the government should still in improve on the Geography syllabus, ith the involvement of teachers.

CHAPTER ONE

1.0 INTRODUCTION

The system of education was introduced by British colonists. After Kenya's independence on December 12, 1963, the Ominde Commission was set up to make changes in the educational system. This commission focused on national identity and unity. Changes in the subject content of history and geography were made to reflect the building of a national identity. Between 1964 and 1985, the 7-4-2-3-system was adopted – seven years of primary, four years of lower secondary, two years of upper secondary, and three years of university.

In 1981, the Presidential Working Party on the Second University was commissioned to look at both the possibilities of setting up a second university in Kenya. They were also responsible for reforming the entire education system. The committee recommended that the 7-4-2-3 system be changed to an 8-4-4 system (eight years in primary, four years in secondary, and four years in university education). Table 1.2 shows the structure of the 8-4-4 system. ***Eshiwani, G.S. (1993). Education in Kenya since independence. Nairobi.***

Secondary education is the second cycle of the 8:4:4 system of education in Kenya. It is the most recent major change in education in the country. The old system of 7:4:2:3 was completely phased out in 1989. Pupils who join secondary schools must have passed KCPE and are normally aged between 13 and 15. They complete form four at the age of 17-19.

Geography in secondary schools is not doing enough to help students develop a picture of climate change, learn to lead sustainable lives and find their feet as global citizens of the 21st century, according to a new reports published globally. At a time when geographical issues such as floods, rising sea levels, conflict resolution, famines and trade disputes constantly make the headlines, there is some evidence that the provision of geography is

declining, says ***Geography in schools - changing practice, published by the Office for Standards in Education, Children's Services and Skills.***

Knowledge and understanding of the global dimension and fieldwork skills are important in helping to develop students' understanding of local, national and world communities and their role as citizens. This ranges from issues such as local town planning, transport and the use of green space to international trade and their role as consumers. Geography students can also learn about global issues, such as diversity, human rights, justice and sustainable development, so contributing to National Curriculum citizenship.

Although there are many good lessons, too much teaching and learning geography in secondary schools is mediocre and students' achievement is weaker than in most other subjects. A simple interview of students in secondary schools showed that geography is boring and irrelevant, and the number of children choosing to study the subject at Advanced levels continues to fall.

1.1 BACKGROUND TO THE STUDY

Many papers have been written on changes in geography and challenges for geography in basic education and secondary schools. How to implement new themes into geography to keep the subject 'up-to-date'? How to keep geography valuable for society? How to reach pupils in the fast changing (digitalising) world?. It turns out that these changes should not only focus on 'how' geography should be taught, but also 'what' should be taught.

Geography is at a crucial period in its development. More needs to be done to make the subject relevant and more engaging for students, particularly in secondary schools. It's also very encouraging to find that in those schools where geography is well managed and well taught, the subject thrives and contributes positively to student's development.

In 2004/05, national data are available; statement's achievement in geography was good in only 40% of secondary schools, and very good or excellent in only 6%. Inspection reports show that the quality of much teaching and learning geography continue to decline, often because secondary schools focus resources and expertise on examination classes, assigning non-specialists to teach geography. The Secondary National Strategy has had only a limited impact on improving geography teaching.

The Office of Standard Education report recommends that the Department for Children, Schools and Families and the Qualifications and Curriculum Authority should continue to provide financial support for the Government's Action Plan for Geography, which stresses the value and importance of ongoing subject specific professional development in revitalizing the teaching of the geography subject.

It is important that the citizens of tomorrow understand the management of risk, appreciate diversity, are aware of environmental issues, promote sustainability and respect human rights and social inclusion. And if the aspiration of schools is to create pupils who are active and well rounded citizens, there is no more relevant subject than geography.

The purpose of geography as a subject in secondary schools is to teach students about Kenya. The students learn about the physical attributes of Kenya and compare these attributes to Africa. To learn about Kenya the students learn about the language, clothing, location, and food. Further more, the subject enables the student; to knows and understand how to use maps, globes and other graphical tools to acquire, process and report information, to know and understand the physical and human characteristics of places, to know and understand that people define regions and use them to interpret the world's changing complexity, to know and understand how the earth's physical and human systems are connected and interact, among other things.

However, students are being denied the chance to take part in geography field trips because of fears over health and safety. Inspectors warned of signs that geography is in decline in Kenya's schools as growing numbers of students abandon the subject they find "boring and irrelevant".

Office of Standard Education (Ofsted) reports describe good practices which, if adopted more widely, could help to reverse this trend. It also highlights the way successful geography teachers are using outdoor fieldwork activities to boost understanding of the subject, raise standards, and motivate students. Ofsted called for a revamp of geography, with more fieldwork and lessons on climate change and fair trade. ***"Geography is at a crucial period in its development".***

Over the past twenty years we have become more aware of the diversity of theory and practice that characterises school geography. Two authors have recently sought to identify the different traditions in the subject and trace their fortunes in the construction and delivery of the national curriculum. The content, pedagogy and evaluation of the geography curriculum results from political choices and radical geography, or geography as critical literacy, has not faired well during two decades of conservative school reform.

Hence force, more radical school geography is more relevant today than it was in 1980's. The questions and issues that radical geography addresses have become more acute and we are more aware of their inherently geographical nature. Doreen Massey reminds us that space, place and nature, are at the heart of these issues and that each of them is in need of re-imagining. Academic geographers are in the process of this re-imagining and it has significant consequences for the reform of the school subject.

As an experienced teacher, the researcher has for a longtime observed that young people do not acquire geographical skills and knowledge by magic. They need to be taught how to work things out in their heads, how to check

whether their answers are reasonable and how to plan ahead when solving geographical problems. They need opportunities to discuss their ideas with their teacher and their peers, to test things out and to listen to how others arrived at their solutions. This interaction is vital for developing their geographical knowledge and skills. In addition, the skills of the teacher are essential to question and probe the understanding of young people, and more needs to be done to make the subject relevant and more engaging for students.

The researcher is therefore reporting his investigations on factors that affect students of geography in Kenya secondary schools. The report focuses on the analysis, interpretation and recommendations. Hopefully this will be one of the answers for a new geography curriculum.

1.2 STATEMENT OF THE PROBLEM

Geography is at a crucial period in its development. More needs to be done to make the subject relevant and more engaging for students, particularly in secondary schools. It's also very encouraging to find that in those schools where geography is well managed and well taught, the subject thrives and contributes positively to student's development.

However, the performance of Geography students in secondary schools is poor and there is a thinking that the education system in Kenya is not doing enough to help students learn to lead sustainable lives and find their feet as global citizens of the 21st century.

If geography is not well managed and well taught, students' performance will continue to decline and this contributes negatively to student's development.

1.3 PURPOSE OF THE STUDY

To investigate the factors that affect the students' performance in Geography.

1.4 SPECIFIC OBJECTIVES

i. To identify the factors relating to the teaching force.
ii. To find out if the teaching and learning resources were available.
iii. To establish the strategies that have been laid to improve the performance of Geography in Secondary schools.

1.5 RESEARCH QUESTIONS

1. Might ineffectiveness among geography teachers be the major cause of poor performance in secondary school students?
2. Is the decline in secondary school geography students attributed to inadequacy of school financial facilities?
3. Is geography students' performance related to the status of the teaching force in any way?

1.6 SCOPE OF THE STUDY

The research focused on factors that affect performance among geography students in Kenya Certificate of Secondary Education, in selected schools.

Location wise, the research was restricted to Turbo Division, Uasin Gishu District, Rift Valley Province, Kenya, where a few Secondary schools were selected, from which geography students and teachers were requested to participate.

The researcher interviewed Geography teachers and students. Data collection was done in July 2008 and the final research report to produced in August 2008.

1.7 LIMITATIONS TO THE STUDY

The researcher expected the following problems while investigating factors that affect performance among geography students in secondary schools;

- The researcher being a private student expected financial constraints in carrying out the study.
  However, he solicited funds from relatives to ensure that the study is done as scheduled.
- Contradictory responses were expected from respondents, especially between teacher and students.
  But the researcher used sophisticated computer programs to analyse these responses.
- Access to written literature was a big problem, since there were a few studies on poor performance of geography students in secondary schools. But this was over come by consulting various disciplines including Sociology, Environment, Tourism and Philosophy among others.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

This section presents literature review on factors affecting performance in geography subject in KCSE and elsewhere. The review shall focus on various critical issues pertinent to geography in secondary education. It is a geared towards throwing some light on yet still insufficiently understood comers of this very complex issue. Emphasis was put on the various arguments advanced to improve geography students' performance in the many developing countries including Kenya.

DIFFERENCES IN SECONDARY SCHOOLS

Secondary schools are divided into four categories: national, provincial, district, and private schools. Students can join a higher quality school, such as a national or provincial school, based on their performance on the KCPE exam. The higher quality schools, though providing better education, can be hundreds of miles away from their homes. Students take biology, chemistry, and physics in addition to math, English, Swahili, geography, history, humanities, and art. Most students who obtained primary school education for free and begin secondary school are forced to drop out because they are unable to pay for school fees

In there effort to improve performance of their geography students, higher quality schools, though their better education, and good geography teachers, have traditionally used a range of resources to reinforce geographical concepts through problem solving. The introduction of projection technologies means that ICT can have a real impact on direct teaching in geography lessons. The role of the teacher, or a teaching assistant, is paramount in raising standards. They can use ICT to model geographical ideas and strategies, demonstrate, explain and question, stimulate

discussion, invite predictions and interpretations of what is displayed, and ask individual pupils to give an instruction or a response. As the examples here demonstrate, ICT can also be used effectively in plenary sessions to 'model' what pupils have been engaged in, allowing them to explain what they have learned and how they have worked out their answers.

"Some students will benefit from using a computer to practice and consolidate their geographical knowledge and understanding. They can do this during break time, after school or at home. Use of ICT during the daily lesson should focus on modeling geographical concepts and strategies for the whole class, or smaller groups, and should aim to raise standards in geography".

DIFFERENCES IN TEACHING TECHNIQUES

Good geography teaching is not primarily about the acquisition of information, but it guides and encourages students to develop skills of analysis and critical argument, and a broader sense of context and empathy. This meant using topicality to engage pupils' interest and bring to life events in the news on a local, national and international scale. Good geography teaching develops pupils' ability to express opinions through the study of real and controversial issues. This often entailed developing empathy by relating pupils' own knowledge and experiences to new situations. Good teaching involves using a range of resources including pictures, music film or text as a stimulus for creativity and encouraged pupils to think deeply about the topic. It enhanced language competence and communication skills and used the visual senses to stimulate ideas and develop understanding. The importance of fieldwork experience is also stressed. Where pupils are given substantial fieldwork experience each year, to achieved a better understanding of key geographical concepts.

Dr. Leat is well known for his pioneering work on 'thinking skills' in geography. The focus of his keynote address was on 'working smarter not

harder'. This necessitated effective planning linked to effective teaching, the development of thinking skills, assessment for learning and, in terms of the TLF strategy, building on pupils' experiences in primary schools through effective transition into their secondary schooling. David outlined the key philosophy behind the Strategy and identified some of the route ways towards putting greater challenge into the teaching of geography. These included developing creative thinking, reasoning and enquiry skills, the ability to evaluate and the effective handling of information. He identified the "stumbling blocks" and ended on an upbeat note by summarizing the opportunities that exist. By engaging the audience in an interactive activity he provided a practical demonstration of how to 'work smarter and think harder'.

John Morgan provides us with an initial orientation to radical school geography. Designed to promote critical social and environmental literacy it is assertive, class-conscious and political in content. In teaching pupils how to read and write the world it draws on critical ideas from academic geography and elsewhere and applies these within democratic forms of pedagogy. "School geography as critical literacy is assertive, class-conscious and political in content. Social issues are addressed head on. The stance is oppositional, collective aspirations and criticisms become the basis for action. Pupils are taught how to read and write the world".

Both the specifications for geography and for citizenship emphasize the importance of audience-centered learning. Enquiry-based work, discussion of values and attitudes, and reflection are integral skills for teaching and learning in both subject areas. In the long term, it is argued, it is these **skills**, rather than extensive **knowledge** of global issues, that will change thinking and give students the confidence to take action. Wade (2001) puts this case very convincingly when she concludes that, *'On its own, of course, education for global citizenship cannot solve all the complex problems of the world, but it could and should help to provide the basis for young people to make informed decisions and to participate in action for change.'*

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Teachers should be showing how pupils' responses and understanding are analysed using a 'review learning' process as a planning tool to prepare lessons and future units of work. As a result of using this process, the teachers are more aware of how pupils are doing and how they are learning

MONITORING OF ACADEMIC PROGRESS

Procedures for monitoring pupils' academic progress remain insufficiently developed in a minority of schools, but they are still good or better in just under half of schools. In schools where assessment is not good, procedures are not rigorous enough: staff are not using all the available information to set targets for pupils' progress and parents find the information they receive confusing. The use of assessment information to guide curriculum planning, although improving, is still poor in a quarter of schools, and results in the setting of work that does not meet the needs of lower attaining pupils and is insufficiently challenging for some other pupils.

'Many departments have sound policy statements... but many teachers fail to recognize the potential of assessment information for monitoring progress... and informing and improving lesson planning.' This whole area of assessment for learning had been highlighted in previous Ofsted subject reports as an area that was slowly improving but still remained an issue. Geography, along with other foundation subjects, suffers from a lack of subject specific information provided by primary feeder schools. This is compounded by the fact that pupils from different feeder schools have often had a variable geographical experience.

Although intending to focus on formative assessment, Paul Weeden briefly outlined summative assessment of learning, which his research showed dominates teachers' thinking. The TGAT vision of formative assessment as an integral part of the education process provided a context for recent developments in this area. Formative assessment was defined as 'the process of seeking and interpreting evidence for use by learners and their

teachers to decide where the learners are in their learning, where they need to go and how best to get there'. Three areas of difficulty were highlighted: tests which encourage rote and superficial learning; the negative impact of giving marks and grades rather than advice on improvement; and feedback which focuses on managerial and social functions rather than learning.

ADRESSING STAFF DIFFICULTIES

An increasing number of schools are facing recruitment difficulties and this, coupled with the increasing use of non-specialist staff in some schools, may undermine recent improvements in Key Stage 3, in particular. Effective heads of department ensure that newly appointed teachers and non-specialists are provided with good support and training. Principally, they need a detailed scheme of work that provides a clear framework of activities to be followed in both individual and sequenced lessons. Additionally, they benefit from regular contact to go over the planned programme, and periodic observations of lessons with a focus on teaching methods and pupils' learning. Occasions have also to be found to develop the non-specialists' understanding of key areas such as fieldwork and assessment, as well as addressing any specific gaps in subject knowledge.

THE GEOGRAPHY CURRICULUM

Some curriculums have defined geography as a subject for "Developing skills of participation and responsible action". Requirements include that pupils should be taught how to consider the experiences of others, to take part responsibly in activities and to reflect on the process of participation

Others have though it as a subject that will develop an informed concern for the world around us, and an ability and willingness to take positive action both locally and globally.

Grimwade is more positive about the new emphasis given to the concept of sustainable development through the citizenship curriculum. He believes that geography has been given the lead role for sustainable development in the curriculum and this could prove highly significant given the importance currently being placed on sustainable development in the political agenda at all scales. The importance of education for sustainable development is heavily reinforced in the citizenship curriculum.

The Key Stage 3 Secondary Geography Quality Mark is a framework which has been developed by the Geographical Association to enable subject leaders to raise the standards of geography in school, supporting the teaching of quality geography and promoting department leadership, and management. The overarching strength of the Quality Mark is its capacity to act as an effective 'lever of change' for the development of geography in the schools that take part.

On the other hand, Schools need to consider:

- Providing a baseline for pupils on entry into the secondary phase, so that pupils' progress can be monitored across the key stage.
- Planning for assessment so that it is an integral part of the teaching programme.
- The need to avoid overusing summative assessment, which tends to provide a summary rather than a useful tool against which to analyze pupils' performance.
- Linking assessment tasks to specific assessment criteria to enable pupils to attain higher levels by the end of the key stage.
- Ensuring that assessments are secure by examining a variety of skills and geographical concepts, which are clearly linked to level descriptors?
- Improving the quality of assessment for learning to inform their future planning, which should be adjusted to meet pupils' specific needs.
- Using constructive feedback to inform individual pupils of progress and to set achievable targets.

- Making more effective use of fieldwork opportunities across Key Stage 3 to enable pupils to attain the highest levels.

Qualifications and Curriculum Authority (QCA) monitoring has revealed that assessment at Key Stage 3 is a major area of concern due to the great diversity of practice, including the inappropriate use of level descriptions and a general lack of understanding about support available. Before focusing on actual exemplars of pupils' work, Eleanor drew attention to guidance which exists to support teachers, especially National Curriculum in Action.

On the other hand, the National Curriculum for geography, from Reception to Key Stage 3, makes specific reference to how ICT can be used to support teaching and to motivate young people's learning. Schools do not need to buy a large amount of software to support the teaching and learning of geography. What they do need to do is to make sure that they have a range of targeted applications available that can be used by different year groups during geography lessons.

TECHNOLOGY IN GEOGRAPHY

Many good geographical resources can be accessed using the internet. These can be bookmarked, or added to a list of favorite sites, and set to be used offline. Some resources can be downloaded and adapted by the teacher to meet specific learning objectives. The examples given here describe a number of lessons in which ICT is used effectively to support the teaching of geography at Key Stages 3 and 4.

Geography teachers have traditionally used a range of resources to reinforce geographical concepts through problem solving. The introduction of projection technologies means that
ICT can have a real impact on direct teaching in geography lessons. The role of the teacher, or a teaching assistant, is paramount in raising standards.

They can use ICT to model geographical ideas and strategies, demonstrate, explain and question, stimulate discussion, invite predictions and interpretations of what is displayed, and ask individual pupils to give an instruction or a response. As the examples here demonstrate, ICT can also be used effectively in plenary sessions to 'model' what pupils have been engaged in, allowing them to explain what they have learned and how they have worked out their answers..

HOW PARENTS CAN HELP

The development of sound geographical knowledge and skills requires learning at home as well as at school and in the community. Parents can help by:

- Keeping abreast of current events and news items
- Discussing important geographical and economic issues with their children
- Building up a store of home reference materials and encouraging children to make use of community resources (references on DVD and CD-ROM available through local libraries, magazines, newspapers and current affairs programs on TV and radio)
- Actively participating in community activities.

THE LEARNING ENVIRONMENT

Learning is achieved through activities such as case studies, debates and discussions, interviews and polls, community investigations, field trips, statistical analyses, simulation activities and interacting with guest speakers. These activities are often relate to particular issues and situations in local communities involving real-life experiences. Learning in Geography takes place in a variety of settings, including classroom, library, school grounds, local community, and field study excursions. Students will be involved in a wide range of learning activities, including fieldwork; statistical calculation and analysis; interpretation and transformation of satellite

imagery and photographs; creation of maps, diagrams and graphs; and extrapolation of spatial and ecological information. Fieldwork is especially important in Geography because it enables students to develop skills to find out about environments first hand. Generally, geographers ask and seek to answer the following key questions:

- What and where are the issues or patterns being studied?
- How and why do these issues and patterns develop?
- What are the impacts of these issues and patterns?
- What is being done or what could be done to sustain ably manage these impacts?

In dealing with questions such as these, students use a wide range of data as the basis of their studies. Sources of data include the use of spatial and information technologies, as well as library and field research.

CONCLUSION

The literature review has focused on various critical issues pertinent to geography in secondary education. These issues included differences in secondary schools, differences in teaching techniques, the geography curriculum, technology in geography and the learning environment among others.

The researcher is therefore confident that some light has been thrown on yet still insufficiently understood factors of this very complex issue. Emphasis has been made on the various arguments advanced to improve geography students' performance in the many developing countries including Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

The study involved use explorative methods for quantitative and qualitative survey design and analysis. This is intended to get the whole concept of geography students' performance in relation to KCSE, from which findings, interpretations, recommendations and conclusions were made.

3.2 ORGANIZATION OF THE SUDY

The study was conducted in Turbo Division, Uasin Gishu District, Rift Valley Province, Kenya. It was restricted to performance of geography students, secondary schools and the concerned education offices. The study targeted 10 secondary schools in the division, whose geography class teachers and students involved. The total target population was 20 geography class-teachers and 21 geography students.

3.4 DATA COLLECTION METHOD

Primary data collection done through qualitative methods of collection and investigation, and these included interviews, discussions and documentation.

In addition to the primary data, the researcher collected secondary data from available documentations concerning performances of geography students in secondary schools. This information was obtained from Secondary schools admission offices, geography teachers' records, geography resource centres, libraries and internet.

The qualitative tool used was the researcher made questionnaire, 50 were be administered to respondents who were purposively selected. The key areas of interest were the respondents' opinion on the factors affecting performance of geography students in KCSE.

Qualitative techniques used included interviews with the help of an interview guide that was a close ended questionnaire. Probing was a supplementary way of getting data. The research involved personal interviews with key informants and was conducted in both Swahili and English languages, which ever was applicable to the informant.

3.4 SAMPLE SIZE AND SAMPLING TECHNIQUES

The sample selection ensured that the body of knowledge or experience and information is sampled adequately. The sample size was determined using the Kenya Certificate of Secondary School census report (2005). The Kenya secondary school inspection report concerning the number of secondary schools in Uasin Gishu District was the researcher's point of reference.

To sample the population of this study, four steps were followed. The first step was to determinate the data to be collected or described; the second was to determinate of the population to be sampled; the third step was to choose of the type of the sample and the fourth step was to decide on the sample size.

To sample the population, stratified method was used and to select respondents, a convenient method was used.

3.5 DATA ANALYSIS

After data collection, the researcher then embarked on data processing and analysis for both qualitative and quantitative data. This involved summarising the information collected from different informants and

respondents in a manner that yield answers to the questions according to the contents of the questionnaire, interview guide and documentation sources.

Calculations were made on the quantitative information and percentages presented in tables using tally frequencies.

A descriptive analysis of data was made using the following approaches;

- Content analysis of the information obtained from the literature review.
- Qualitative data from questionnaires was coded and analysed using Statistical Package for Social Sciences (SPSS), where frequency tables and correlations was generated to illustrate the findings.

From the findings, conclusions were drawn on different factors that have significantly affected the performance of geography students in Kenya Certificate of Secondary Education.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

In this chapter, the findings of the study are presented. The main aim of the study was to find out "factors affecting performance among geography students in Kenya certificate of secondary education (KCSE) "a case study of Turbo division, Uasin Gishu district, rift valley province, Kenya"

This chapter therefore deals with presentation, Analysis and discussions of findings. Data was collected to answer the research questions following the research objectives which were stated in chapter one. Data is presented in tabular form and pie chart form, and therefore, its discussed and analysed.

4.1 BACKGROUND CHARACTERISTICS OF RESPONDENTS (TEACHERS)

The researcher interviewed 20 Geography teachers, of which 13 were male and 7 were female, with an average age of 36-40 years. Fifteen of these teachers were married and the five were single.

4.1.1 TEACHING EXPERIENCE IN YEARS

Of the 20 Geography teacher interviewed, 8 that is 40% had a teaching experience of 16-20 year, and 30% had teaching experience of 1-5 years. This means that most of the teaching force in the Geography class has some good experience in their fields of work, and this should be contributing positively to the students' academic performance. (see table1 below)

TABLE 1

Years of teaching		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	6	30.0	30.0	30.0
	6-10	3	15.0	15.0	45.0
	11-15	2	10.0	10.0	55.0
	16-20	8	40.0	40.0	95.0
	21-25	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

4.1.2 ACADEMIC QUALIFICATION

Fifty percent (50%) of the teachers are graduates, and the rest of the Geography teaching force is either Diploma holders, or holders of other qualifications, as shown in the above table. This is not good enough to contribute to a better performance of students. Moreover, these less qualified teachers are handling very big classes of students (see table 2)

TABLE 2

Qualifications		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	KACE/EAACE	1	5.0	5.3	5.3
	SI ATS, Diploma	1	5.0	5.3	10.5
	Graduate	10	50.0	52.6	63.2
	Others	7	35.0	36.8	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		

And from table 3, it's revealed that, an average class of Geography students is 30 students to 1 teacher, which is quite a big number compared to there to the recommended ratio of 1 teacher to 5 students. A fair analysis of all the characteristics of the teaching force reveals that there is a link to the poor performance of Geography students.

TABLE 3

No. of students per class	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 7	2	10.0	10.0	10.0
9	1	5.0	5.0	15.0
13	1	5.0	5.0	20.0
15	2	10.0	10.0	30.0
16	1	5.0	5.0	35.0
17	2	10.0	10.0	45.0
18	1	5.0	5.0	50.0
25	1	5.0	5.0	55.0
30	4	20.0	20.0	75.0
31	1	5.0	5.0	80.0
34	2	10.0	10.0	90.0
40	1	5.0	5.0	95.0
60	1	5.0	5.0	100.0
Total	20	100.0	100.0	

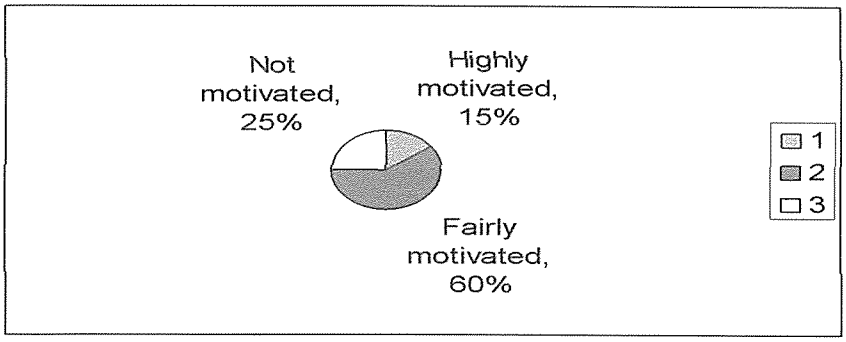
4.2 FACTORS RELATING TO THE TEACHING FORCE

The researcher undertook many steps to invested factors relating to the teaching force in Geography classes, and some of the factors were lesson preparation, teachers' workload, teacher motivation and the number of periods taught in a week by a teacher. "Effective planning is linked to effective teaching". *David Leat. (2004)*

4.2.1 LEVEL OF TEACHER MOTIVATION

The figure below shows that a very small number of teacher (15%), are highly motivated to discharge their duties, and about 25% of the geography teacher are not motivated at all. And this is likely to contribute to poor teaching force in secondary school Geography.

FIGURE 1



4.2.2 TEACHER'S WORK LOAD AND PERFORMANCE

When questioned about the number of periods (Lessons) they teach in a week, teachers revealed that about 16 periods were taught on average per week. This is also a very big number compare to the recommended 8 per teacher, per week (see table 4). Consequently, these teachers don't have enough time to prepare for the lessons as indicated in the findings in table 5 below. This therefore is contributing highly to the students' poor performance.

TABLE 4

Periods taught per week		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	15.0	15.8	15.8
	5	1	5.0	5.3	21.1
	10	3	15.0	15.8	36.8
	13	1	5.0	5.3	42.1
	16	4	20.0	21.1	63.2
	20	2	10.0	10.5	73.7
	22	1	5.0	5.3	78.9
	23	2	10.0	10.5	89.5
	24	1	5.0	5.3	94.7
	32	1	5.0	5.3	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		

About 10% of the teachers confessed that they don't prepare for lessons they will teach in the week, and moreover 80% of them were regular in classes. Like all the other observations concerning factors relating to the teaching force, poor lesson planning by teachers is also sharply contributing to the poor performance of Geography students.

TABLE 5 – LESSON PREPARATION AND TEACHING OF GEOGRAPHY

Lessons prepared weekly		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All	1	5.0	5.3	5.3
	1	2	10.0	10.5	15.8
	2	4	20.0	21.1	36.8
	3	4	20.0	21.1	57.9
	4	2	10.0	10.5	68.4
	Once in a while	4	20.0	21.1	89.5
	none	2	10.0	10.5	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		

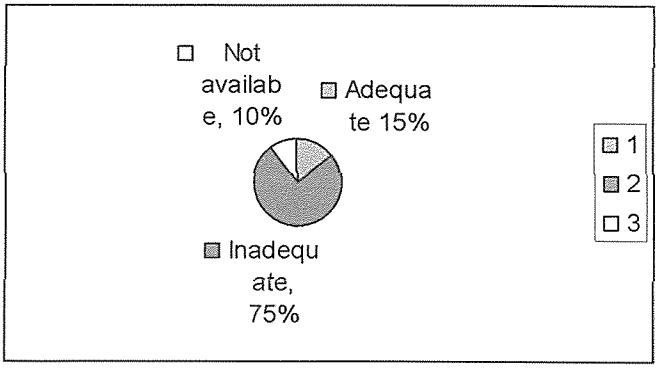
4.3 TEACHING LEARNING RESOURCES AND PERFORMANCE IN GEORGRAPHY

Concerning the resources, the researcher reviewed the availability of Class rooms, instructional materials e.g text books, teaching aids, creative art equipments, transport for field trips and effective Geography discussion groups/clubs.

4.3.1 AVAILABILITY OF INSTRUCTIONAL MATERIALS/ REFERENCE BOOKS

It was therefore revealed that, Geography teachers lacked most of these facilities. 75% of the teacher said that there were inadequate instructional materials like text books, and only 15 percent had enough materials for their Geography classes (see figure 2 below). This therefore impacts negatively on the performance of students in Geography classes.

FIGURE 2 - INSTRUCTIONAL MATERIALS E.G TEXT BOOKS



On the same note, 75% of the teachers revealed that schools lacked creative art equipments and reference materials (see table 6).

TABLE 6

Reference materials		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	5.0	5.0	5.0
	Adequate	8	40.0	40.0	45.0
	Inadequat e	10	50.0	50.0	95.0
	Not available	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

4.3.2 ADEQUACY OF STUDY TOURS/FIELD WORK

Study tours and field work matter a lot in the study of Geography, but most of the answers (40%) about their availability, revealed that necessary Geography trips were inadequate and in some cases (25%), study tours were not available at all due to lack of transport facilities (see table 7). This in the process contributes positively to the poor performance of students in class.

TABLE 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate	7	35.0	35.0	35.0
	Inadequate	8	40.0	40.0	75.0
	Not available	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

4.4 STRATEGIES EMPLOYED BY THE GOVERNMENT TO IMPROVE PERFORMANCE IN GEOGRAPHY

The researcher reviewed some of the strategies laid to improve the performance of Geography students, and some of the factors that were considered were, school inspectors, the monitoring of teachers and their schemes of work by the head teachers and the examination of students' work.

4.4.1 SCHOOL INSPECTION BY GOVERNMENT

When asked about how often school inspectors come to school, teachers revealed that it takes even more than 4 years for the inspectors to visit the school. This means that there is no functioning strategy to improve performance of schools and of geography as a subject. (See table 8 below)

TABLE 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once a term	2	10.0	11.1	11.1
	Once a year	3	15.0	16.7	27.8
	Once in two years	1	5.0	5.6	33.3
	After more than four years	10	50.0	55.6	88.9
	Inconsistent	1	5.0	5.6	94.4
	none	1	5.0	5.6	100.0
	Total	18	90.0	100.0	
Missing	System	2	10.0		
Total		20	100.0		

4.4.2 MONITORING OF TEACHER BY THEIR HEAD

When asked how often head teachers examined their class work by seating behind the class, 75% of the teachers said never. This would be one of the strategies to improve performance of students, but it's not effective, and therefore no strategy of improving performance is laid (see table 9).

Table 9

H/M class exam		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Others	3	15.0	16.7	16.7
	none	15	75.0	83.3	100.0
	Total	18	90.0	100.0	
Missing	System	2	10.0		
Total		20	100.0		

Despite all the above factors, Geography teachers still revealed some other challenges that have greatly affected the performance of there students, and these were; Un updated syllabus, lack of enough teachers, Good students run away due to low scores in KCSE and take some other subjects like History, Students are not exposed, Absenteeism of students, writing exams on black board and low entry behaviours of student.

On the other, when interviewed, Geography students had a lot to say about factor affecting their performances.

4.5 BACKGROUND CHARACTERISTICS OF RESPONDENTS (STUDENTS)

The researcher interviewed 21 Geography students, of which Seven (7) were female, fourteen (14) male, and these were between the ages of 13 and 20 years, form/class 1-4.

4.6 STATEGIES EMPLOYED BY STUDENTS TO IMPROVE PERFORMANCE ON GEOGRAPHY

Learning resources like discussion groups/clubs, number of students in a group, how often they meet for discussions and how often they revised there note, were some of the factors reviewed by the researcher from the Geography students and when analysed, these factors affected the performance negatively. For instance;

4.6.1 AVAILABILITY OF DISCUSSION GROUPS

Thirteen (13) out of 21 students had discussion groups/clubs in their schools, but of these students, only 61% belonged to discussion groups/clubs as members (see table 10), and the number of members in a group/club ranged from 4 to 35, but on average, groups had 15 members, which is a fair and recommended number by teachers (see table 11). However, only 47.6 percent of the students manage to meet for discussion in a week, and this was analysed as contributing to the poor performance.

TABLE 10

Member of Geog club		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	4.8	4.8	4.8
	no	7	33.3	33.3	38.1
	yes	13	61.9	61.9	100.0
	Total	21	100.0	100.0	

ABLE 11

Number of students per club		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	9.5	14.3	14.3
	7	1	4.8	7.1	21.4
	8	1	4.8	7.1	28.6
	9	2	9.5	14.3	42.9
	10	1	4.8	7.1	50.0
	15	2	9.5	14.3	64.3
	17	1	4.8	7.1	71.4
	18	1	4.8	7.1	78.6
	21	1	4.8	7.1	85.7
	28	1	4.8	7.1	92.9
	35	1	4.8	7.1	100.0
	Total	14	66.7	100.0	
Missing	System	7	33.3		
Total		21	100.0		

4.6.2 REVISION OF GEOGRAPHY NOTES

When asked about how often they revise their notes, the biggest number of them (57.1%) said, once a week, and about 43% did not have Geography class rooms, 85.7% had inadequate teaching aids in their classes (see table 12). Thais factor also contributes positively to their poor performance.

TABLE 12

Revision of geog notes		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	daily	1	4.8	4.8	4.8
	once a week	12	57.1	57.1	61.9
	twice a week	8	38.1	38.1	100.0
	Total	21	100.0	100.0	

4.6.3 ATTENDANCE OF WORKSHOPS AND SEMINARS

Even when 90.5 percent of the students did not have good geography teachers, and other facilities, 66.7% of the students had not attended any Geography seminar/workshop since the beginning of the year, (see table 13)

TABLE 13

Attendance of seminars/workshop		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	28.6	28.6	28.6
	none	14	66.7	66.7	95.2
	symposium	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

And when asked about how often they were examined, 52.4% of the students said, it was only once in every term, which is not adequate. They also gave these as other contributing factors to their poor performances in Geography as a subject.

Absenteeism of teachers, few field trips, lack of seriousness among students themselves, few text books and other instructional materials, inability to understand the subject, poor concentration in class, inadequate group discussions and exposure to external exams, frequent change teachers and shortage of qualified teachers, negative attitude by students, and little support from parents. These heavily affect their performance of Geography students, since there is no systematic syllabus coverage and full understanding of subject matter.

4.7 SUMMARY OF FINDINGS AND DISCUSSIONS

The research revealed factors affecting the performance of Geography students, and factors relating to the teaching force in Geography classes were identified as being high levels of inadequate teacher motivation, much teacher work load, and poor lesson preparation

It was also found out that the teaching and learning resources were in some schools inadequate and not available at all in other schools, for instance, instructional materials/ reference books were generally not available, of study tours/field work were adequate, attendance of workshops and seminars by both teachers and students was very poor, and discussion groups were not effective.

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSION

5.0 INTRODUCTION

The objectives of this study was to identify the factors relating to the teaching force in Geography classes, to find out if the teaching and learning resources were available and to establish the strategies that have been laid to improve the performance of Geography in Secondary schools.

This chapter therefore outlines the summery, conclusion and recommendations put forward concerning the findings as regard the factors affecting performance among geography students in Kenya certificate of secondary education (KCSE) "a case study of Turbo division, Uasin Gishu district, rift valley province, Kenya

5.1 RECOMMENDATIONS

To improve performance of Geography students in secondary schools, many factors should be put in place.

Students should be encouraged by both their parents and teachers in every possible way, especially by supporting them in their field trips, providing them with text books and other instructional materials, by getting involved in their group discussions, and exposing them to external exams, by providing qualified and frequent teachers, and by organising for them seminars and workshops.

On the other hand, Geography teachers should also be supported by the Government, parents, the school and even the students in any way possible to acquire more instructional materials, to organise Geography seminars/discussion group's symposium, to go for in-service courses and to motivate them in any possible way.

The government should also see that in improves on the Geography syllabus, and in this it should involve the teachers. The number of Geography teachers should also be increased since many schools are under staffed, teacher provide instructional materials for teachers, and recognise the best Geography students through provision of gifts.

5.2 CONCLUSION

The factors discussed in this report have greatly impacted the development of geography students in Kenya, there has been very little effort by education officers to improve on the students' performances. Students are faced with a number of challenges like lack of enough good Geography teachers, low esteem due to low scores in KCSE, lack of exposure due to inadequate instructional materials and there are many other factors that have contributed to the poor performance of geography students in secondary schools as discussed in this report. However, performance in students may never improve unless the recommendations above are considered by whoever is concerned.

On the other hand, challenges facing Geography teacher should be addressed if students performance in to improve.

APPENDIX A

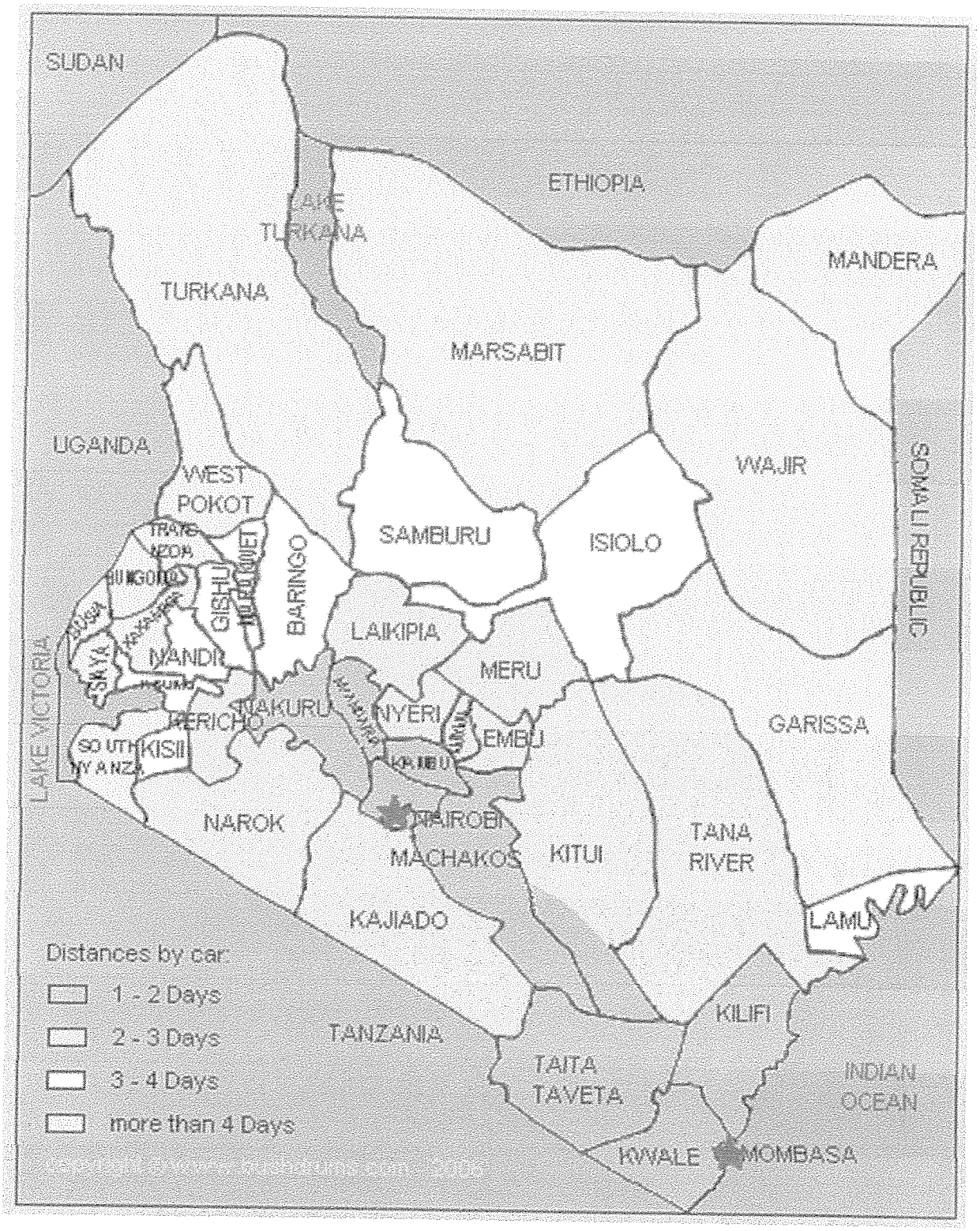
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APPENDIX B

MAP SHOWING DISTRICTS OF KENYA



APPENDIX D

(PERMISSION TO ADMINISTER RESEARCH INSTRUMENTS)

THE HEAD TEACHER

———— SECONDARY SCHOOL

UASIN GISHU DISTRICT

Dear Sir/ Madam,

RE: **PERMISSION TO CARRY OUT MY RESEARCH IN YOUR SCHOOL**

I'm Munangwe Edward Simwa, a student at Kampala International University currently pursuing a Bachelors of Education – (Arts).

I'm investigate on factors that affect performance among geography students in secondary education study in Turbo Division, Uasin Gishu District, Rift Valley Province, Kenya, as part of the fulfilment of the award of the degree.

Am therefore, seeking permission to interview some of your geography teachers and students, using a questionnaire. The questions in this questionnaire mainly refer to performance in geography.

All information given will be treated with utmost confidentiality and purely for academic purposes.

Thank you very much.

APPENDIX E

QUESTIONNAIRE FOR GEOGRAPHY TEACHERS

My name is Munangwe Edward Simwa, a student at Kampala International University currently pursuing a Bachelors of Education – (Arts). This questionnaire is designed for this research purpose only, therefore it is absolutely confidential. Please answer me questions as precisely as you can. Put a tick where appropriate.

1. Respondent's sex. Male [ ] Female [ ]

2. Age in years;- Below 20 [ ], 21-25 [ ], 26-30 [ ], 31-35 [ ] 36-40 [ ) 41-50 [ ] Above 50 [ ]

3. Marital status Married [ ] Single [ ]

4. Teaching experience. In years 1-5 [ ), 6-10 [ ), 11-15 [ ], 16-20 [ ], 21-25 [ ],

26-30 [ ], Above 30[ ]

5. How many Geography students do you have in a class (Class Average?)

Boys _____ Girls _____

6. Are they regular in school? Yes [ ] No [ ]

If no give reasons _____

7- How many periods do you teach in a week? [ ]

8. How often do you prepare your geography lesson plans?

Daily [ ] Once a week [ ] Twice a week ( ]

9. How many geography lessons do you manage to prepare weekly?

All [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] sometimes none [ )

10. Kindly rate the following facilities in the geography learning situations.

Put a tick

Geography Facilities	Adequate	Inadequate	Not available
a) Geography Classrooms			
b) Instructional materials textbooks			
c) Teaching aids e.g. wall charts. Globe, etc.			
d) Creative arts equipments			
e) Transport to field studies			
f) Geography Clubs			
g) Geography discussion groups			
j) Toilet/Latrines			
k) Reference materials for Geography teachers			

11. What geography seminars and workshops have you attended since 2005?

SEMINAR	DURATION	DATE
_____	_____	_____
_____	_____	_____

12. How often does the head teacher examine your geography class (sitting behind the classroom as you teach)? Once a day [ ], Once a week [ ], Once a month [ ), Once a term [ ] other specify _____

13. How often does your Head teacher examine your schemes of work, lesson plans, lesson notes, teaching documents, pupils' record of work etc? Once a day [ ], Once a week [ ] Once a month [ ] Once a term [ ] others _____

14. How often are you supervised by Inspectors? Once a term [ ] Twice a term [ ]

Other specify _____

15. Do you think you are performing your responsibilities satisfactorily as a geography teacher? Yes [ ] No [ ]

15 b) If No, Give reasons

(i) _____

(ii)- _____

16. How often do you examine geography students' work and record?

Daily [ ] Once a week [ ] Once a month [ ] other specify _____

17. How motivated are you in discharging your responsibilities as a geography teacher?

Highly Motivated [ ] fairly [ ] Not motivated [ ]

18. What challenges have you encountered since you started teaching Geography?

(i) _____

(ii) _____

19. What methods do you mostly use for teaching? _____

Give reasons for your choice _____

20. What major factors would you say, are contributing to the poor performance among geography students?

(i) _____

(ii) _____

21. In your opinion how do you think performance in geography students will be improved?

_____

_____

_____

22. What is your highest Academic Achievement? KJSE [ ], EACE/KCE/KCSE [ ], KACE/EAACE [ ] Sl ATS, Diploma [ ] Graduate [ ] others _____

Thank you for your co-operation.

APPENDIX F

QUESTIONNAIRE FOR GEOGRAPHY STUDENTS

My name is Munangwe Edward Simwa, a student at Kampala International University currently pursuing a Bachelors of Education – (Arts). This questionnaire is designed for this research purpose only, therefore it is absolutely confidential. Please answer me questions as precisely as you can. Put a tick where appropriate.

1. Respondent's sex. Male [ ] Female [ ]
2. Age in years;- Below 13 [ ], 13-16 [ ], 17-20 [ ], Above 20 [ ]
3. Form/Class _____
4. Do you belong to a geography club/Discussion group? Yes ( ) No ( )
5. How many Geography students do you have in your club/group? Boys___

   Girls
6. How often do you meet for discussions? Once a week ( ), in Two weeks ( ),

   once a month ( ), Once a term ( ), others_____
7- How many geography lessons do you have in a week? [ ]
8. How often do you revise your geography notes?

   Daily [ ], Once a week [ ] Twice a week ( )
9. Kindly rate the following facilities in the geography learning situations.

Put a tick

Geography Facilities	Adequate	Inadequate	Not available
a) Geography Classrooms			
b) Instructional materials textbooks			
c) Teaching aids e.g wall charts. Globe, etc.			
d) Creative arts equipments			

e) Transport to field studies			
f) Geography Clubs/ discussion groups			
g) Geography class computers			
j) Good geography teachers			
k) Field work/ study tours			

10. What geography seminars and workshops have you attended in the last 12 month?

SEMINAR DURATION

DATE

_____ _____ _____

_____ _____ _____

11. How often does the head teacher examine your geography class (sitting behind the classroom as you learn)? Once a week [ ], Once a month [ ), Once a term [ ]

other specify _____

12. How often does your geography teacher examine your work? Every day [ ], Once a week [ ] Once a month [ ] Once a term [ ] ~~others~~ _____

13. How often are do you get external exams? Once a term [ ] Twice a term [ ],

Other specify _____

14. Do you perform well in geography in compulsion to other subject?

Yes [ ] No [ ]

14 b) If Yes, Give reasons

(i) _____

(ii)- _____

15. What challenges have you encountered since you started learning Geography in secondary?

(i) _____

(ii) _____

16. How would you rate your geography teacher? Good ( ), Fair ( ), Poor ( )

17. Do you get any encouragement from your parents/guardian to improve in geography?

Highly encouraged [ ] fairly [ ] Not encouraged [ ]

18. What methods do you mostly use for revising? _____

19. What major factors would you say, are contributing to the poor performance among geography students in your class?

(i) _____

(ii) _____

20. In your opinion how do you think performance in geography students can be improved?

_____

_____

_____

Thank you for your co-operation.

KAMPALA INTERNATIONAL UNIVERSITY
69078