A STUDY OF THE FACTORS AFFECTING

LEARNING OF GEOGRAPHY

IN SECONDARY SCHOOLS IN TESO DISTRICT

A CASE STUDY OF SIX DAY SCHOOLS IN AMAGORO

DIVISION

BY

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DECLARATION

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

MURUGA D. I.

28/11/96

DECLARATION BY SUPERVISOR

This research report has been submitted with my approval.

DR. MONDOH.

28/11/96

DATE

DEDICATION

I dedicate this work to young Kennedy O. - the heir.

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Many people have immensely contributed to the success of this research study. I wish it were possible to name them all - however, thank you.

Special thanks go to the following:

My supervisor - Dr. Mondoh, who patiently and carefully went through this work and made useful comments, gave constructive suggestions and guidance at various stages of writing this research project report;

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My family members for tolerating my absence from home-during which time I carried out the study-particularly Kennedy - who was always fond of me.

ABSTRACT

The research study was aimed at establishing the factors that affect learning of geography in secondary schools in Teso District.

Six government day schools were selected at random to be representative of the secondary schools in the district.

A sample of 120 students, 12 geography teachers and the six headteachers, were picked from each school for the study-with 5 students from each of the classes form 1 to 4.

Questionnaires and interview schedules were used to

obtain data from the students, teachers and headteachers.

The data was presented in tabular form and analysed by

percentages. A brief interpretation then followed each

table of the results.

Research findings were then discussed in detail. It was concluded in these findings that schools did not have, among other things, adequate teaching aids, did not utilize field trips, had not enough text books and had poor interschool relationship among them.

Recommendations were put forward to try and improve the learning of the subject - for example, schools should use a lot of aids, utilize field trips and encourage inter-school academic relationship for students to share ideas.

Besides, boarding facilities should be provided in schools so as to save students from walking long distances to school.

Finally, the research work ended with suggestions for further research in such areas as:

"The factors that affect the performance in geography in secondary schools' National Examinations", or "The study of gender effect in the learning of geography in secondary schools".

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

One of the objectives of the 8-4-4 cycle of education is to prepare learners for self-reliance, training and further education. The geography course consists of physical geography, Human Economic aspects and mapwork with photograph interpretation together with pratical field study.

The course pays special attention to the majority of the learners whose schooling may terminate at the end of the secondary cycle and also those who may pursue their studies in the subject and its related disciplines, at higher levels.

According to secondary geography syllabus, the study of the course is based on the understanding of spatial distribution of geographical phenomenon on the earth's surface. It necessitates a far greater variety of learning experiences and calls for practical investigations such as projects, map reading, discussions and fieldwork all of which should be related to both familiar and unfamiliar situations.

1.2 BACKGROUND INFORMATION

The question of education relevance has been an issue of debate in Kenya since independence. The major education commissions have dealt with this issue especially in the context of the growing unemployment in the country.

The Mackay Report (1981) for example, recommended among other things, a change in the Education system from the old 7.4.2.3. structure to the new 8-4-4 system.

The new system, as opposed to the old, addresses itself and responds positively to the challenges of national development. It is designed to ensure active participation of the youth in national development by pursuing vocational oriented courses, besides those for further education.

In this system, science sujects are emphasized in the secondary education curriculum, and geography, being a social science, plays an intermediary role in marrying the earth and pure sciences to produce integrated sciences course graduates.

On the other hand, the Kamunge Report (1988), recommended among other things, the cost sharing aspect of education in the country. This is still a practical experience cutting across the education system right from primary through secondary, post-secondary to university level.

To the poor, cost-sharing is still posing a problem because they cannot raise their portion of education cost with ease.

Geography, is therefore such an important subject that it equips the learners with the necessary knowledge and skills in various physical, socio-economic and political circles.

For example, it analyses environmental problems like aridity. The subject also tries to suggest solutions to some of these problems.

It is therefore worth nothing that the study of geography equips one with the skills of trying to handle some issues ranging from one's own household to those at global level. According to Newson and Hanwell (1982),....some types of climate are more comfortable than others because they suit our way of life easily".

This statement suggests that even climate is a kind resource that man can adapt for his survival. Despite being a key subject in most secondary schools, geography has not been given the treatment it seriously deserves.

It's usefulness in man's everyday life is lost through inadequate perception of the knowledge it provides, through poor instructional approach it gets in secondary schools.

This is one other reason for this research study - to address itself to the problems affecting learning of subject in Teso District's secondary schools.

1.3 STATEMENT OF THE PROBLEM

Great emphasis should be put on the learning of geography at various levels of education. Because of this, a study was conducted in this area to assess the factors that affect learning of the subject in secondary schools — an area which had never been explored before by any scholar. The problem was specifically stated as:—

"a study of the factors affecting learning of geography in secondary schools in Teso District a case study of six day schools in Amagoro Division".

1.4 OBJECTIVES OF THE STUDY

The purpose of the study was to investigate the factors affecting learning of geography in secondary schools in Teso District.

The specific objectives of this research are listed below:

- 1. To determine usage of appropriate and recommended text books in the learning of geography in secondary schools.
- To determine if field trips approach was used as one method of acquiring geographical knowledge.
- 3. To find out if inter-school discussions were being held as forums for sharing geographical knowledge among secondary schools in the district.
- 4. To determine if and which type of learning aids were used in geography.
- 5. To determine the workload given by 8-4-4 geography syllabus to the teacher.
- 6. To assess the influence of teachers' and head teachers' qualifications in the learning of geography.

1.5 RESEARCH QUESTIONS

The following research questions were used to guide the study in obtaining the required data:

- 1. Which recommended geography text books do schools have in use?
- 2. How often do schools organize field trips for geography learners?

- 3. How regularly are discussions held amongst schools for the purpose of learning geography?
- Which learning aids are used in schools during geography lessons?
- 5. How do teachers find the weight of geography content compared to the time of study of four years in secondary schools?
- 6. Does teachers' and headteachers' qualification influence the learning of geography in secondary schools?

1.6 SIGNIFICANCE OF THE STUDY

The research study was carried out to establish the factors that affect learning of geography in secondary schools in Teso District.

It was discovered from the data gathered that schools lacked a lot of facilities and techniques to facilitate smooth learning of geography, despite the fact that the subject plays an important role in the secondary school 8-4-4 curriculum.

It is therefore hoped that with the research findings analysed here, together with the recommendations put forward, the learning of the subject will improve.

Also, it is hoped that curriculum developers will borrow a leaf and improve on the syllabus content at various levels of secondary education. And so will book publishers do to improve the geography text book quality.

1.7 ASSUMPTIONS OF THE STUDY

It was assumed that the sampled out population from the six schools was representative enough of the entire population in the district.

It was also assumed that the tools used to collect data-namely the questionnaire and interview schedules, would avail adequate information necessary for the research study.

Moreover, the responses from the subjects of the study, were assumed to be genuine and true.

The methods used in the analysis of data were taken to be perfect, without producing any biased outcomes.

1.8 LIMITATIONS OF THE STUDY

Due to an increase in the cost of transportation, subsistence, and questionnaire preparation, the researcher was forced to limit the sample size to an affordable size.

Besides, time given for data collection was too short.

These two factors contributed to the limitation of sample size, which in turn affected the generalization of the findings.

It was not also possible to say certainly that the tools used gathered all the required information correctly.

1.9 DEFINITION OF TERMS

- 1. For the purpose of this study, "learning is defined as an achievement of knowledge and skills by the learner after undergoing school tuition for a given programmed period. The maximum course period considered here is four years a full cycle of secondary education.
- 2. Performance in geography in the schools considered here has been cut off from grade D+ and above-that is from 44% and above.
- 3. Realia are the real objects that are used for demonstration and illustration in studying geographical concepts and facts - for example, a collection of rock samples used in the study of rock types and their characteristics.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Considering the factors that affect smooth and regular learning of geography in secondary schools, it is worth not in some areas of paramount importance of this subject. This should then act as a pointer towards serious and organized learning of the subject matter, amidst the problems that were identified, analysed, discussed and recommendations put forward in a bid to solve them.

2.2 REVIEW

Wheeler and Muller (1986) put it that:

"The paradox is that the countries with the largest population... are not able to produce enough food for their people".

This quotation refers to the serious problems posed by rapid population growth rates to the scarce food resources of the world. It is therefore necessary for scholars of geography to address themselves to the population growth problem-besides other issues.

Muya (1995), noted that the ban on private tuition would deny children from poor families a chance to cover the overloaded 8-4-4 syllabus.

This shades more light on how the 8-4-4 geography syllabus is compacted with instructional content,

which has a direct negative effect in the learning of the subject. Education policy makers should then take note of this when designing the geography syllabus. He again added that the same education system requires teachers and pupils to do more than they can handle within a short time.

In another development, he cited that:

8-4-4 is a thorn in the flesh of parents, teachers our pupils... are hardly given any break-(vocation) to rest their mind. They are so much loaded with bookwork. They are subjected to so many evaluation tests, forced to buy so many text books for each subject".

Paterson (1989) asserts that:

"Pollution resulted from untreated wastes, domestic or industrial being released into the rivers and lakes. It also resulted from enormous use of fertilizers on American farms" (p.33).

It can be deduced from this quotation that environmental problems like pollution, are issues among others, discussed in geographical study.

In a different view, the traditional method of learning geography in the classroom alone, should be discarded, and instead, it should be blended with field trips and excursions where learners benefit from personal first hand experience and observations.

Dynamism in teaching/learning of geography in which, thirty years ago, audio-visual aids, aerial photographs and television were just starting, but now are fully

operational, puts a geography learner in the rural countryside, at a bigger disadvantage.

This is so because such facilities are never there.

According to Norman (1982), the school teacher, text books and teaching aids, are no longer the only sources of information to the geography learners. Numerous channels are now available, for example, information can now be obtained from magazines, newspapers, through radio broadcasts and television. This is therefore, a challenge to the learners that not enough geography knowledge can be got through formal classroom tuition alone.

Direct travel to distant countries in search of knowledge among scholars, is yet another modern tenet of learning not only geography, but other subjects too. However, it also discriminates against the rural poor who lack the funding for regional and overseas travel.

The huge quantity of information made available to the learners each day by the mass media, and of the diversity of places from which this information emanates, is to be realised that world events each day, impinge on the mental consciousness of each student. The student is then put to the task of sorting out the most relevant information to help in his area of study and discard the rest. The most effected here are those learners who have access to the modern mass media.

Other facts that affect learning of geography include

pregnancies among school girls and lack of feeding arrangements for learners.

Okwatch. (1996), quotes that Hon J. J. Kamotho, Minister of Education, as saying:

"Pregnancies among school girls is rated at 27 girls per day".

At such a rate, more girls were forced out of school than the boys.

In another development, Osanjo Obara (1996), quotes in her capacity as the secretary of the school Feeding Programme (Homa-Bay), that, over 70% of the children go to school without eating food and that this interfered with their learning" - hence the learning of geography is equally affected.

Absenteeism is another factor that affect both normal learning and sitting for examinations among school boys and girls at secondary level of education. The Nation team in 1995, discovered that more girls than boys lost chance. The percentage of girls who did not sit the examination because of absenteeism was higher than that of boys.

"In all provinces, except North-Eastern, the percentage of absenteeism is higher for girls than for boys," says Hon. J. J. Kamotho.

Therefore, such an imbalance in student learning affects even the learning of geography. A lot of other factors play against routine learning of subjects by students in seconday schools.

Okwatch Obasanjo. (1996), again said that most pupils drop out for reasons ranging from inability to pay school authorities. Some of the children opt out of school to harvest sand/and engage in fishing - a common feature in Nyanza Provice.

It is the responsibility of the parents and the area leaders to bring up the schools to the required standards as well as encouraging their children to continue with education.

The fees factor in the current education system therefore, cannot be dismissed in affecting smooth learning not only in secondary schools, but other levels of learning as well.

Muya (1995), goes further to say

"The fees are becoming unmanageable. The fees in most secondary schools range between Kshs 15,000/- and 30,000/- annually".

This figures are too high for a rural parent in subject poverty. Pupils of such parents just dropped out of school.

However, one parent had a better alternative to the school fees problem.

According to Kipkoech. (1995), one parent, Mzee Sesi P., was allowed to pay for education of his 3 daughters through the supply of firewood to the kitchen of some school in Machakos District.

Looking at the ratio of boys to girls in most mixed secondary schools,

it has always occurred that the boys out number the girls.

This indicates the less seriousness put in the education

of girls by most communities in this country.

To confirm the above assertion, Kipkoech T. 81995), revealed that a certain school had 926 students out of whom 251 were girls. In this school therefore, the boys were 675. This gave a ratio of boys to girls as 675:251=3:1.

The exodus of teachers into better paying jobs, is another factor that has affected learning in secondary schools-particularly the learning of geography.

Kipkoech T. (1995) goes ahead to say that

"the teachers walked to and from school everyday. This
walk was dangerous because lions were roaming the area".

This is a factor of lack of adequate housing for teachers
in the school compound, so teachers leave for better
services and provisions in other sectors.

Obasanjo (1996), explained that society's attitude
changed with the wind of modernity, and with the advent
of a capitalist economy proper, no school leaver in his
right senses, was all - too - willing to

"swallow chalk dust". in the name of teaching.

Instead, they preferred desk jobs with terminal and fringe benefits.

This further explains why teachers constantly leave teaching profession and go looking for "greener pastures".

And if this continued, it would affect learning very seriously, and geography as a subject, would also suffer accordingly. Book shortage in most secondary schools is quite prevalent.

In trying to overcome this problem, some schools have resorted to making students share the few copies that can be made available in the school.

Muya. (1996), again explains:

"Shortage of text books is the order of the day as most parents cannot afford to buy them. On average, one book is shared by 4 pupils"

Looking at cost-sharing in education, it has done more harm in some areas and schools than in others. This is because some students just fail to get the required learning materials like textbooks, since they are both rare and expensive.

Jakoyo, (1995) comments that

"cost sharing at all levels of education has made life difficult for students..."

On reporting back to school, a number of students do not report on the official opening dates. Reasons given are many but most obvious is the school fees problem.

Magara. (1995), put it that:

"A good number of students do not report to school on the scheduled dates for various reasons. The most common reasons is lack of fees as those who report without having paid their fees are usually sent back home".

This interferes with normal learning since class population will be too low to warrant teaching.

This factor affects some schools for even 2 or 3 weeks of every term's opening.

A political arm in the allocation of educational resources also brings disparities in school performance in examinations and learning in general. Schools, whose laboratories and workshops get equipped to capacity, are bound to lead the rest academically while those that lack these facilities lag behind. In his article "Imbalance in education provisions",

Muya. (1995), again has it that:

"Rift Valley schools have been given the best teachers all round, some even poached from other schools. They are bound to perfom well because they are well equipped with all the necessary laboratory/technical machinery ".

2.3 CONCLUSION

Therefore from the literature reviewed so far, and the information available, none of the authors has deeply talked on the factors affecting learning of geography in secondary schools in Amagoro Division of Teso District. This research has investigated thoroughly into this area and come up with possible recommendations.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter looks at the population sample for the research study and how it was selected.

It also looks at the instruments used to collect relevant data and how the instruments were administered in each of the six selected Day schools. Lastly, it also briefly points out how data is to be analysed.

3.2 POPULATION AND SAMPLING

3.2.1 POPULATION

The ultimate population consisted of all geography teachers, headteachers and students from all secondary schools within Teso District.

3.2.2 SAMPLING

The schools included in the sample were 6 government mixed day schools selected randomly.

This was done in order to do away with the heterogeneity brought about by confounding factors.

The student sample included 120 students selected as follows:

- 1.20 students from each of the 6 schools
- 2. 5 students from each of the classes form 1 to 4
- 3. A fair representation of boys and girls
- 4. The teacher sample include in the study is summarised in table 3.2.1.

TABLE 3.2.1 TOTAL NUMBER OF GEOGRAPHY TEACHERS WHO WERE INTERVIEWED

SCHOOL	NO.OF GEOGRAPHY TEACHERS INTERVIEWED
La A	5.005 na.
В	a barra derivation con the contract of the con
С	1
D	2
E	2
F	2
TOTAL	12

5.6 headteachers, one from each school, were also interviewed.

3.3 DEVELOPMENT OF INSTRUMENTS

Since the aim of the study was to find factors affecting the learning of geography in secondary schools, in Teso District, the instruments that were used to inquire from the sample of students, geography teachers and their headteachers, the probable problems, included:

- (a) the questionnaire
- (b) interview schedules
- (a) the questionnaire consisted of a collection of questions to which the responses were made by the selected students.

It was simple self-completion questionnaire with simple but searching questions framed in simple English. The searching questions required responses on possible factors affecting the learning of geography in the district.

Responses were made by putting a tick against the correct choices within the boxes provided to the right of each question.

To reduce subjectivity in the responses, the repondents were explained to and assisted in the correct level of agreement whenever there was any misunderstanding.

(b) Interview schedules were made up of simple questions requiring short responses on factors affecting learning of geography.

They were used by the geography teachers and headteachers of the selected schools.

Sample of the questionnaire and interview schedules are found within the appendix of this report.

3.4 DATA COLLECTION PROCEDURE

Each of the selected secondary schools was visited on a separate day. On the material day, the school administration was explained to, the purpose and intention of the study - after presentation of the letter of introduction and requisition for the study (see appendix II).

The respondents were contacted on request outside the school timetable activities.

The respondents, among the students, were picked at random from the various classes of each of the sample schools.

Before the questionnaires were administered and interviews conducted, the respondents were sincerely assured that the purpose of the study was entirely educational, and they were to respond honestly, frankly and without fear.

They were also assured that the information that was gathered was going to be treated with great confidentiality.

The questionnaire was then administered to the 20 selected students and interviews to the geography teachers. Interview with the headmaster occurred in his office for each school.

The teachers were interviewed very far away from the students to avoid any embarassement in case of failure to answer a question.

3.5 DATA ANALYSIS

To analyse data, responses to each question in the questionnaire, teachers' and headteachers' interview schedules, were tabulated.

Percentages were then worked out of each figures that required this form of analysis. A few areas were also worked out using ratios.

The questions that did not require tabulated results had these merely described.

A separate sub-section was devoted to the discussion of research findings following questions from questionnaire and interview schedules.

3.6 CONCLUSION

This conclusion is based on the population sample that was picked randomly from the Six Day schools totalling to:

- (i) 120 students in all with 20 from each school and 5 from each class. Among these, both boys and girls were fairly represented.
- (ii) 12 geography teachers who were found present in the sample schools.
- (111) 6 headteachers one from each of the selected 6 Day schools instruments used were self-filling questionnaire for the students and interview schedules for headteachers and geography teachers these were administered in schools on each school's day of the research.

Enough data was then collected as required.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 INTRODUCTION

The discussion of the results in this chapter is based on the research findings after a study was conducted following the research problem:

" A study of the factors affecting the learning of geography in secondary schools in Teso District a case study of 6 day schools in Amagoro Division".

The population sample was randomly picked from the 6 schools - which were all both day and mixed, and were government aided in terms of T.S.C. teachers posted to teach there.

From each school, 20 students were picked, with at least 5 from each of the classes (form 1-4).

Headteachers and geography teachers from the selected schools were also interviewed.

The categories of respondents then fell into:

- (a) 120 students from the 6 schools,
- (b) 12 geography teachers who were found present in the selected schools,
- 6 head teachers, one from each of the 6 schools selected for the research study.

4.2 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The data collected from the 6 schools was presented in tabular form. The results were then analysed using percentages and ratios. Other results were analysed discriptively.

After each table, a brief interpretation of the results followed. However, the research findings are discussed under a separate section (4.3).

The results are summarized in tables 4.2.1-4.2.20 which are based on the students questionnaire, the headteachers' interview schedule and that of the geography teachers.

First is the data based on students' questionnaire.

4.2.1 DATA BASED ON STUDENTS' QUESTIONNAIRE

TABLE 4.2.1 THE EXTENT TO WHICH AIDS WERE USED IN THE

LEARNING OF GEOGRAPHY IN SECONDARY SCHOOL

	Respondent	percentage
Usage of aids	80	66.7%
Non- Usage of aids	40	33.3%
Total	120	100.0%

(a)

From the table above, it was shown that 66.7% responded positively towards usage of aids in the learning of the subject in secondary schools, while 33.3% were for non-usage of aids.

- (b)
 The aids that were found to be in use in the schools visited included:
- (i) wall maps
- (ii) charts
- (iii)realia e.g rock samples
- (iv) globes
- (v) map extracts

TABLE 4.2.2 THE PROPORTION OF THE SELECTED POPULATION THAT
CONDUCTED FIELD TRIPS AS A METHOD OF ACQUIRING GEOGRAPHICAL
KNOWLEDGE

Frequency of field trips	Number of respondents	Percentage of responses
At least once a term	13	10.8%
At least once a year	29	24.2%
None ar all	78	65.0%
Total	120	100.0%

Out of all the respondents, 10.8% responded that they conducted field trips at least once a term. 24.2% of the total went out on trips at least once a year, while the rest-65% never went out at all on field trips. This means that scarcely did learners use field trips as a method of learning geography in the 6 schools visited.

TABLE 4.2.3 FREQUENCY OF INTER-SCHOOL DISCUSSION IN GEOGRAPHY

Frequency of discussions	Responses	% %
Monthly	2	1.7%
Termly	18	15.0%
Yearly	4	3.3%
Never	96	80.0%
Total	120	100.0%

Table 4.2.3 shows that 80.0% of those interviewed did not hold inter-school discussions in geography. The otherwise regular discussions on monthly or termly basis merely showed 1.7% and 15.0% respectively - which are very low percentages. Those who held their discussion once a year were only 3.3% of the whole total.

TABLE 4.2.4 ADEQUENCY OR INADEQUENCY OF GEOGRAPHY TEXT BOOKS
IN SECONDARY SCHOOLS

	Responses	Percentages
Adequate text books	19	15.8%
Inadequate text books	101	84.2%
Total	120	100.0%

From table 4.2.4, it is observed that the responses that fell for inadequate textbooks of geography in the schools visited were 84.2% of the total. Only 15.8% had adequate text books. This showed a serious shortage of geography text books in these schools.

TABLE 4.2.5. THE EASE OR DIFFICULTY WITH WHICH GEOGRAPHY IS CONSIDERED

The state of the s	Number of respondents	%
Most difficult	4	3.3
Difficult	39	32.5
Relatively	77	64.2
Total	120	100.0

Table 4.2.5 shows that out of the total number interviewed, 3.3% considered geography to be most difficult to learn. Another 32.5%, just responded that the subject was merely difficult, while those who took it to be relatively easy to learn were 64.2%

These figures suggests that geography in secondary schools was at least considered as a relatively easy subject to learn.

TABLE 4.2.6 DIFFICULT AREAS TO LEARN IN GEOGRAPHY

Area of geography	Number of respondent	s %
Mapwork and photo graph interpretation	59	49.2
Physical geography	50	41.6
Human and Economic geography	11	9.2
Total	120	100.0

The results shown in table 4.2.6, show that mapwork and photograph interpretation were considered to be the most difficult areas with 49.2% of the respondents. This was closely followed by physical geography with 41.6% and the easier area, Human and Economic geography, drew 9.2%

TABLE 4.2.7 ACADEMIC PERFORMANCE OF THE RESPONDENT STUDENTS IN SECOND TERM, 1995

Mark score range	Responses	Responses %
70% - 100%	8	6.7 %
50% - 69%	55	45.8 %
30% - 49%	49	40.8 %
0% - 29%	8	6.7 %
Total	120	100.0 %

Table 4.2.7 shows that the average mark percentage ranges of between 30% and 49%, and 50% and 69% received 40.8% and 45.8% respectively - thus forming the majority. An equivalent percentage (6.7% performed poorly (0%-29% mark scores) as did the top cream who scored between 70% and 100% of the examination mark.

Distance walked by students from their homes to school each day was looked into and the results were displayed in the table below:

TABLE 4.2.8 DISTANCE (IN KM) WALKED BY STUDENTS FROM THEIR HOME TO SCHOOL EACH DAY

Distance range (km)	Number of responses	Responses %
0.2.9 k.m	61	50.8%
3.0-4.9 k.m	27	22.5%
5.0 km & over	32	26.7%
Total	120	100.0%

From table 4.2.8, about half the number students walked less than 3.0 km, i.e 50.8% while the rest (22.5% and 26.7%), walked over 3.0 km to school.

The furthest student was said to be covering 9 km school - that is 18 km to and from school.

DATA BASED ON HEAD TEACHERS' INTERVIEW SCHEDULE

The data recorded and analysed hereunder, was obtained from respondents using the headmasters' interview schedule. For convenience sake, the 6 schools visited were given alphabetical symbols as school, A,B,C,D,E and F - concealing their actual names.

In terms of their enrolment, the results were tabulated as shown here under:-

TABLE 4.2.9 TOTAL ENROLMENT IN THE SELECTED SCHOOLS

School	Number of streams in school	Boys	Girls	Total student population per school
A	8	162	101	263
В	4	46	12	58
С	2	33	9	42
D	4	95	22	117
Е	8	193	64	257
F	4	52	53	105
Total	30	581	261	842

Table 4.2.9 indicates that from the total number of boys of 581 and girls of 261, the ratio of boys to girls was 581 and girls of 261, the ratio of boys to girls was 581:261, which worked down to approximately 2:1.

Stream capacity also was below 40 students per stream since even the most populated of the 6 schools, with 263 students, had an average of 33 students per stream.

TABLE 4.2.10 THE NUMBER OF STUDENTS TAKING GEOGRAPHY
AGAINST THOSE WHO DO NOT

Student category	Number of respondents	Percentage
Those taking geography	565	67.1%
Those who don't take geography	277	32.9%
Total student population	842	100.0%

The results indicate that about 2/3 of the total students enrolment was taking geography i.e 67.1%. The remaining 32.9% constituted non-geographers which was about 1/3 of the total student population in the 6 schools.

The number of teachers of geography compared to that of the teachers who do not teach the subject was also investigated in the selected schools. The results are shown in the table that follows:

TABLE 4.2.11 PROPORTION OF GEOGRAPHY TEACHERS IN THE TOTAL TEACHER POPULATION IN THE SELECTED SCHOOLS

Teacher category	Number of teacher respondents	Percentage
Geography teachers	15	15.2%
Non-Geography teachers	84	84.8%
Total teacher	99	100.0%

According to table 4.2.11, geography teachers formed a mere 15.2% of the total teacher population in the 6 schools. The remaining 84.8% was taken by the non-geography teachers in these schools.

By comparing the total number of geography teachers (table 4.2.11 above) to the number of students taking geography (table 4.2.10), the following ratio was arrived at: Number of students taking geography = 565

Number of geography teachers = 15

Therefore, ratio of geography teachers to geography students

is 15 : 565

1: 38

Qualifications of the headteachers in the 6 schools were also looked at and the results are displayed in table 4.2.12

TABLE 4.2.12 HEADTEACHERS' QUALIFICATIONS IN THE SELECTED SCHOOLS

Headteachers in school	Qualification
A	Bachelor of Education (Arts)
В	Bachelor of Education (Arts)
С	Bachelor of Education (Arts)
D	B.A. with Diploma in Education
Е	S.G A.T.
F	A.T.S

From these table, 3 headteachers/ had a BEd (Arts) qualification, while the fourth had a B.A with concurrent Diploma in Education - a unique qualification formerly obtained at Makerere University. One headteacher had Senior Grade Approved Teacher (S.G.A.T.) Status with the sixth one just being of A.T.S. (Approved Teacher Status). Geography teachers' qualifications were also listed and the results were shown as in table 4.2.13.

TABLE 4.2.13 GEOGRAPHY TEACHERS' QUALIFICATIONS

Qualification category	Number of teachers in each category
Bachelor of Science (B.Sc.)	11
Bachelor of Education(B.Ed)	0
Bachelor of Arts (B.A)	0
Diploma in Education (Dip. Education)	3
Others (A levels, UT's etc	1
Total	15

Of all the geography teachers, 11 of them had a B. Ed., while 3 had Diploma Education qualifications. One teacher in one of the schools was an 'A' level school leavers who was not trained (UT). No teacher had either a mere B.A or B.Sc. qualification - this is shown by O against each of these qualifications.

Yearly performance in forms 1 to 4 in each of these schools was examined for the past 3 years running - i.e from 1992 - 1994.

In each class, third term results were considered, with a grade of D+ (44%) and above. The results are shown in the subsequent tables.

TABLE 4.2.14 (A) YEARLY PERFORMANCE IN GEOGRAPHY FOR SCHOOL

		Passes for scl	nool "A"
Class	1992	1993	1994
Form 1	16 out of 59	37 of of 84	45 out of 89
Form 2	13 out of 42	22 out of 42	22 out of 64
Form 3	13 out of 18	2 out of 15	14 out of 21
Form 4	30 out of 52	19 out of 23	18 out of 19

It can be noticed from the table that there were higher passes in forms 3 and 4 because of the small number of learners that reduces as they proceed from 1 to 4.

or example, in 1993, 19 out of 23 passed in form 4 while 18 out

t student number reduces from lower classes upwards mainly because student transfers to better schools, and others dropped out of thool due to factors like failure to pay school fees or pregnancies mong female students.

ubject preference and choice to specialise were not factors for the igher passes in forms 3 and 4.

TABLE 4.2.14 (B) YEARLY PERFORMANCE IN GEOGRAPHY FOR SCHOOL "B"

Passes for school "B"				
Class	1992	1993	1994	
Form 1	9 out of 9	18 out of 20	28 out of 28	
Form 2	15 out of 16	. 7 out of 8	20 out of 25	
Form 3	5 out of 10	8 out of 8	8 out of 11	
Form 4	2 out of 15	9 out of 11	11 out of 14	

The results show that in school 'B', the performance results showed better passes in the lower classes e.g 9 out of 9 passed in form 1 in 1992. Similarly 28 out of 28 passed in form 1 in 1994. Reasons given were the small manageable numbers of students in the lower classes and the simple concepts that were learned in these classes, were passed highly.

However, there were better passes again in forms 3 and 4 in 1993 and 1994. Again, the student numbers were small, such that 8 out of 8 and 8 out of 11 passed in form 3 of 1993 and 1994 respectively. Also 9 out of 11 and 11 out of 14 passed in form 4 of the same years.

TABLE 4.2.14 (C) YEARLY PERFORMANCE IN GEOGRAPHY FOR SCHOOL "C"

Passes for school "C"				
Class	1992	1993	1994	
Form 1	Nil	Nil	14 out of 14	
Form 2	Nil	Nil	5 out of 14	
Form 3	Nil	Nil	Nil	
Form 4	Nil	Nil	Nil	

School 'C' did not have a steady start though its life history dated back to mid-seventies.

By the time of the research, only two classes(forms 1 and 2) were operational and were not any other records from 1993 backwards. This absence of records is indicated as "Nil" in the table.

TABLE 4.2.14 (D). YEARLY PERFORMANCE IN GEOGRAPHY FOR SCHOOL "D"

	Passe	es for school	"D"
Class	1992	1993	1994
Form 1	Nil	Nil	42 out of 52
Form 2	Nil	Nil	2 out of 52
Form 3	Nil	Nil	12 out of 16
Form 4	Nil	Nil	8 out of 8

TABLE 4.2.14 (E) YEARLY GEOGRAPHY PERFORMANCE FOR SCHOOL "E"

	Pa	sses for school "E	п
Class	1992	1993	1994
Form 1	Nil	Nil	26 out of 51
Form 2	Nil	Nil	43 out of 61
form 3	Nil	Nil	31 out of 57
Form 4	Nil	35 out of 64	37 out of 60

Similarly, school "E" lacked a consistent record of students' performance for 1992 and part of 1993 (forms 1 to 3). One year's record (1994) for all classes and form 4 class for 1993, were available by the time the research was conducted.

As in the previous tables, absence of performance records is shown as "Nil" Lastly, geography performance results for school "F" are shown below:

TABLE 4.2.14 (F) GEOGRAPHY PERFORMANCE FOR SCHOOL "F"

	Pass	ses for school "	F"
Class	1992	1993	1994
Form 1	Nil	Nil	Nil
Form 2	Nil	Nil	Nil
form 3	Nil	Nil	Nil
Form 4	14 out of 33	7 out of 18	5 out of 24

In school "F", results were available for only one class (form 4).

The previous headteacher went with all documents including performance lists because he was transferred by force due to school mismanagement.

The absence of the results is shown by "Nil" just like in the other previous tables.

Having presented, analysed, and interpreted results obtained using the students' and headteachers' questionnaires, the following results were obtained using the teachers' interview schedule.

4.2.3FINDINGS FROM TEACHES' INTERVIEW SCHEDULE
TABLE 4.2.15 ORGANIZATION OF FIELD TRIPS IN GEOGRAPHY

	No. of Respondents	%
Organized field trips	4	33.3
Did not organize field trip trips	8	66.7
Total	12	100.0

The results show that 66.7% of those interviewed did not organize field trips as a method of learning by students. The smaller proportion, 33.3%, did organize field trips in geography.

As far as academic relationship among schools was concerned, the data collected was summarised and results analysed below:

TABLE 4.2.16 ACADEMIC RELATIONSHIP AMONG SECONDARY SCHOOLS

Academic relationship	Respondents	%
Nil	5	41.7
Poor	5	41.7
Good	2	16.6
Total	12	100.0

According to these results, 41.7% responded for "Nil" relationship among schools and a similar percentage responded for "poor" academic relationship among secondary schools in this division. However, 16.6% of the respondents were for "good" academic relationship among secondary schools in Amagoro Division of Teso District.

The teaching resources listed below were the commonly used by the teachers in secondary school geography teaching.

- (a) Realia e.g rock samples
 - (b) Globes
- (c) Atlases
- (d) Charts
- (e) Photographs
- (f) Wall maps
- (g) Field visions around the school
- (h) Text books

According to Kenya Institute of Education (KIE), the following geography text books are recommended for use in the teaching and learning of the subject:

TABLE 4.2.17: KIE RECOMMENDED TEXTBOOKS IN SECONDARY GEOGRAPHY

Author	Book Title	Publisher Yea	r Town
1 KIE	Secondary Geography Book 1	Kenya Literature Bureau	1995, Nairobi
2 KIE	Secondary Geography Book 2	Kenya Literature Bureau	1995, Nairobi
3 KIE	Secondary Geography Book 3	Kenya Literature Bureau	1995, Nairobi
4 KIE	Secondary Geography Book 4	Kenya Literature Bureau	1995, Nairobi
5 R.B. Bunnett	General Geography in Diagrams	Longman Kenya limited	1989, Nairobi
6 Richard White	Human and Economic Geography	Macmillan	1988, London
7 Richard White	Physical Geography	Macmillan	1985, London
8 McMaster D.N	Map Reading for East Africa	Longman	1981, Nairobi

It should be noted that secondary schools should use other appropriate text books in geography, besides the recommended texts.

On visiting the schools included in the research sample, books (were) used by the secondary schools are indicated against them in the table shown below:

TABLE 4.2.18 TEXT BOOK USAGE BY SECONDARY SCHOOLS IN GEOGRAPHY

School	Book Title use
A	1,2,3,5,8
В	1.2.3.7.8
C C	5 1 448 4417 3449 444
D	1,5
Е	1.2
F	5,8

It can be seen from the table tbat only 2 schools (A and B) were used most of the recommended text books. Schools C,D,E and F were used merely one or two textbooks and KIE texts were quite rare.

The most commonly used text book in most of the schools was number 5 General Geography in Diagrams, by R.B Bunnett, followed by number 8 - Map Reading for E. Africa, by McMaster N. D. KIE book 4 was not even in any of the 6 schools visited. Similarly, book number - Human and Economic geography, by Richard White, was not used in any of the 6 schools.

On investigating which area in geography required emphasis to improve the learning of the subject in secondary schools, the results revealed that 66.7% of the total responses suggested physical geography area, while 33.3% of the responses suggested Mapwork and photograph interpretation.

Human and Economic geography was considered to be the cheapest or simplest area that drew 0.0%- (see table)

TABLE 4.2.19: AREA OF GEOGRAPHY TO EMPHASIZE TO IMPROVE LEARNING

Geography area	Number of Respondents	%
Physical geography	8	66.7%
Human and Economic geography	0	00.0
Map and photograph interpretation	4	33.3
Total	12	100.0

For weight of syllabus content, table 4.2.20 below contains the details of the results.

TABLE 4.2.20 WEIGHT OF SYLLABUS CONTENT COMPARED TO BE GIVEN COURSE TIME

Content weight	Number of respondents	%
Too much	a should be 11. the educate	91.7
Adequate		8.3
Too little	0	0.0
Total	12	100.0

It can be deduced from this table that 91.7% considered the syllabus content to be too much for the course period. However, only 8.3% of the respondents found the content to be adequate for the given time. Nobody among the respondents found the syllabus content to be too little and this is indicated as 0% in the table.

Geography teachers in the 6 schools put forward some suggestions so as to improve the learning of the subject in secondary schools. They included.

- 1. More lessons should be given to the learning of the subject so that content may be exhausted at every stage of learning. The present 4 lessons in form 4 and 3 and the 3 lessons in form 1 and 2, are not enough for syllabus coverage.
- Secondary schools should set aside adequate funds to be used to conduct and finance field studies.
- 3. Schools should establish the necessary laboratories or geography rooms where teaching aids e.g realia, can be kept.
- 4. Better textbooks should be published especially in climatology and physical geography. This will supplement the current text books being used by secondary schools, some of which are out-dated and are not designed for the 8-4-4 geography programme.
- 5. Physical geography, considered a tough area in geography, should be taught or learned in forms 3 and 4, but not in the lower classes as the case now. Also, avoid duplication of content e.g weather and climate in form 2 and 1.
- 6. Review KIE text books because most of them are shallow in content.
- 7. Syllabus content should be balanced to suit every class of secondary not to overload one level at the expense of others e.g form 2 geography is currently overloaded compared to the other classes.

- 8. Avoid unnecessary transfers of teachers and headteachers because it disrupts smooth learning processes and administration in schools.
- 9. More student-centred learning/teaching approaches should be applied so that the student directly participate in learning activities.
- 10. Encourage field for students to learn by observation and recording.
- 11. Inter-school discussions should be encouraged for students to exchange ideas.

4.3 DISCUSSION OF RESEARCH FINDINGS

Having presented, analysed and interpreted the collected data, the following are then the research findings - based on the students' questionnaires, headteachers' and geography teachers' interview schedules.

4.3.1 FINDINGS FROM STUDENTS' QUESTIONNAIRE

4.3.1.1 USE OF AIDS

It was discovered that the learners used a range of aids in their learning of geography (see table 4.2.1) However, all the 6 schools lacked the major and modern aids for teaching and learning of the subject. For example, all did not have a weather station which is vital in the learning of weather, climate and measurement of their elements.

Besides, they also lacked the modern aids like magazines, radios and television, and projectors which, according to Graves (1982), have become very handy in schools.

The reasons given for lack of most of these aids was insufficient of funds to purchase them, some of which are quite expensive.

Moreover, most of these machines use electric power which is rare in most remote villages where some of these schools are located.

Therefore, there is no use acquiring such gudgets that end up lying idle due to lack of power.

3.1.2 FIELD TRIPS

Most schools were found not to conduct field trips.

This was shown by the high percentage (65.0%) of the respondents who chose a "none at all" response (see table 4.2.2 above). However, some tried it at least once a year (24.2%) while the remaining 10.8%, conducted field trips once a term.

This indicated that most geography students in the selected schools lacked adequate learning by observation in the field, yet, according to Graves (1982), there is great emphasis put on the use of field trip approach in modern learning of geography.

This approach, if used, would take learners to the immediate environment around the school, the industries and factories in some local towns and to other areas of geographical interest. While there, students would learn by observation and recording - a student-centered approach that allows direct student participation in learning activity.

In some cases, trips can be organized for travel to distant places and even to other countries e.g from Kenya to Uganda or Tanzania. This would help learners to analyse regional phenomena found in other countries, instead of depending on their own country.

But because of lack of money to finance such trips, mainly for transport, schools decide to exclude it from the busy

schedule of the school programme.

Those who conducted trips were also limited to a few example, to see industries there. A variety of places would have widened learners' knowledge.

4.3.1.3 INTER-SCHOOL DISCUSSIONS IN GEOGRAPHY

It was discovered that hardly did schools organize inter-school discussions in geography for the learners to benefit from. The results found in table 4.2.3 showed that 80.0% of the responses indicated no discussions were organized at all among the schools. However, a few tried it e,g 15% on termly basis, 3.3% yearly and 1.7% monthly.

The allegation given was that geography teachers were reluctant to initiate the idea for learners to emulate. Also, because of poor academic relationship among schools, inter-school discussions were difficult to organize (see table 4.2.3).

4.3.1.4 ADEQUACY OF TEXT BOOKS

The schools did not have adequate text books to use in geography. By referring to table 4.2.4, results reveal that 84.2% of the respondents indicated that schools had inadequate text books.

The reasons given were that:

- (a) Schools did not have enough money to buy text books.
- (b) most geography text books were very costly.
- (c) it was difficult to come across some text books since most of these schools were located in remote villages of Teso District.

In such a state of affairs, geography teachers could

afford only one textbook for reference purposes- and in most cases, not the recommended books (see table 4.2.17)

The text books that could be cheaply and easily obtained included those authorised by Malkiat Singh and T. C Sharma. This jeopardised the learning of the subject

According to Muya (1996)

"Shortage of text books is the order of the day as most parents cannot afford to buy them... On average, one book is shared by four pupils". In such cases, learners do not get maximum benefit from the use of the text book since there is short time for each user.

4.3.1.5 ATTITUDE TOWARDS LEARNING OF GEOGRAPHY

Most students found it easy to learn geography compared to other subjects.

Table 4.2.5 shows that 64.2% of the total number of respondents found the subject relatively easy to learn. A lot of importance is attached to learning of geography as a subject.

Wheeler and Muller 81986), put it that serious problems of rapid population growth rates are analysed in geography.

Among these is the shortage of food for the fast-growing population in some parts of the world-especially the developing world. This now requires adequate food production to cope up with the population growth.

Those who found the study of the subject difficult, were only discouraged by some particular areas in geography mainly the physical geography aspect due to a lot of terminology used in geomorphology and the areas that use a lot of statistics where learners who are weak in mathematics find rough time. Table 4.2.6 above has the detail on this.

4.3.1.6 STUDENTS' PERFORMANCE

Using table 4.2.7, which was based on the performance of the respondents in second term examination 1995, it was evident that most of the students performed averagely.

86.6% of the candidates (i.e. 45.8% + 40 40.8) **Scored*
between 30% and 69% of the total mark. High achievers, with marks from 70% - 100% formed a smaller proportion of 6.7% of the total number of candidates.

Similarly, low achievers with marks from 29% down to 0%, formed the remaining proportion (6.7% of the total number of candidates).

It was thought that this performance would have been better than this if certain problems facing the school were not there like-inadequate text books, insufficient learning resources other than text books, scarcity of field trips and studies - to mention but a few.

4.3.1.7 STUDENTS' WALKING DISTANCES FACTOR

About half the number of students interviewed walked over 3 km from home to school everyday. From table 4.2.8, 22.5 of the number walded between 3.0 - 4.9 km and another 26.7% walked 5.0 km and over.

The furthest student was found to be 9 km away from school! In a day, such a student could cover 18 km to school and back home. lucky were those whose homes were found less than 3 km from school.

Great walking distances by students from home to school, exhaust them (students) so much that very little energy will be left learning. Coupled with no lunches for them in their schools, the situation for students is made even worse.

According to Obara, D. in Osanjo (1996),
"over 70% of the children go to school without eating food".

This greatly interferes with their learning. This could be one of the reasons for average academic performance shown in table 4.2.7 above.

4.3.2 FINDINGS FROM HEADTEACHERS' INTERVIEW SCHEDULE

4.3.2.1 SCHOOLS' ENROLMENT

According to table 4.2.9 showing total enrolment in the 6 schools, it was clear that some schools were very much under-enrolled. For example, school 'B', with a total of 4 streams, had a student population of only 58 (46 boys and 12 girls). This averaged to about 15 students per stream, falling far below the official average of 40 students per stream.

Even schools 'A' and 'E', which had the highest student population, that is 263 and 257 respectively, and 8 streams each, the average number per stream fell below 40 students. School 'A' averaged about 33 students per stream and 'E' about 32.

This could be one of the reasons why teachers were posted in small numbers to these schools - more so, geography teachers. For example, school 'C' had only one geography teacher, who happened to be even headteacher of the school. With many responsibilities of running the school, chances of adequate classroom work and effective teaching were greatly hampered by such tendencies of role conflicts in education.

4.3.2.2 ENROLMENT IN GEOGRAPHY

about 67.1% of the total number of students in the selected schools were taking geography. This left the remaining proportion of 32.9% forming the non-geographers (see table 4.2.10).

This is a small percentage, given the importance attached to geography in modern times.

Paterson (1979), asserts that the problem of pollution of the environment is an issue raising international outcry be it as domestic or industrial waste released untreated. Such environmental issues/ are studied in geography.

Geography readily combined with other natural and environmental sciences, such that it becomes a utility subject in these areas. For example, with chemistry, it is handy in the study of weathering of rocks, and with Biology, it combines in the study and spatial distribution of plant and animal life.

Dynamism in learning of geography in which, 30 years ago, audio-visual aids, aerial photographs and televisions were just starting, but now are fully

operational, is another reason why many should enrol and enjoy such facilities during the study of the subject.

According to Graves (1982), the school, the teacher, text books and teaching aids, are no longer the only sources of information to the geography learners.

Numerous channels are now available, for example, information can now be obtained from magazines, newspapers, through radio broadcasts and television. Students should therefore be encouraged to enrol and join this rich world of knowledge via geography.

4.3.2.3 PROPORTION OF GEOGRAPHY TEACHERS IN THE SIX SCHOOLS

of geography teachers:-

Geography teachers formed a small proportion of the total number of teachers in the selected schools. Out of all the teachers, only 15.2% taught geography while 84.8% taught other subjects. (see table 4.2.11).

The following reasons were given for the small number

- (a) General school enrolment was too low to warrant many teachers.
- (b) Some teachers were transferred by Teachers Service

 Commission without replacement.
- (c) Some newly posted teachers did not report because the the schools were located in remote parts of the district.
- (d) Lack of accommodation in most schools discouraged teachers who wanted to reside within school compounds. It was discovered that in some schools, all teachers, including the headteachers, lived outside the school compound.

Operating like this, would even encourage late coming to school by members of staff, and would eventually affect smooth learning in these schools.

Working out the ratio of geography teachers to the number of students taking geography in these schools, it came to be:

Number of geography teachers = 15

Number of geography students = 565

Ratio of teachers to students = 15:565

= 1:38

(meaning that 38 students to one geography teacher).

This is a big number of students to one teacher.

4.3.2.4 HEADTEACHERS' QUALIFICATIONS

In all the six schools where research was carried out,

4 headteachers were university graduates with Bachelor

of Education (Arts) Degree. Only two schools were

headed by headteachers with Approved Teachers Status

(A.T.S) qualifications.

It was discovered that headteachers of this lower cadre had the following uniqueness:

- (a) they were incompetent and looked ignorant of current issues concerning headship of secondary schools;
- (b) they were not very free with all their teachers, especially those who had higher qualifications than theirs e.g teachers with degree, such headteachers, under such circumstances, suffered from inferiority complexes.

Such an atmosphere in schools, was more antagonistic than favourable for smooth running of the schools and condusive learning by the students.

4.3.2.5 TEACHERS' QUALIFICATIONS

Table 4.2.13 revealed that out of 15 geography teachers in the 6 schools 11 of them had Bachelor of Education Degrees. 3 others had Education Diploma and only one teachers was an untrained 'A' level leaver.

This was a good number of trained professional teachers except for the only untrained teacher, who should be encouraged to seek training, now that there are programmes for training personnel on the job.

4.3.2.6 YEARLY PERFORMANCE IN GEOGRAPHY (1992-1994)

Referring to table 4.2.14 (a) -4.2.14(f) it was discovered that only 2 schools had a full record of examination results. It was school 'A' and 'B'. In schools 'C', 'D' and 'E' information was available for only one year-1994.

In school 'C', there were no reliable records for 1993 backwards, because the school was not well established, and by the time the research was conducted only 2 classes (from one and two were operational. It was a school which had not had a steady start-though it dated back to midseventies.

Reasons given for an on-and-off operation for school 'C' were that:

(i) students drop-outs of school due to failure by parents to pay fees,

- (11) ignorance of the community around such that they do not know the usefulness of education. They did not want to educate girls and the few boys who reported for classes, ended up being sent home for fees and never to return to school any more.
- (iii) most students went to the well established Boys' and Girls' boarding secondary schools. In this case too, only children of the able people could join such schools as the rest remained school drop-outs in the villages.

This is another factor for school drop-outs in addition to the one the Minister of Education referred to in Okwatch (1996) that pregnancies among school girls was rated at 27 girls per day.

In school 'F', where the previous headteacher was transferred by force due to mismanagement of the school, he made off with most of the office and school documents including examination results.

Such practices affected learning in the school since there were no records to refer for comparison over the years.

The 100% passes shown in some classes in school 'B' and other high passes in school 'A', should not give a feeling of excellent performance, that was the reason why, in form 3 there was 8 out of 8 pass in school B for 1993 (see table 4.2.14 (b). Classes continue to reduce because of:

- (a) school fees problem forcing defaulters away from school.
- (b) students' transfers
- (c) pregnancies among some school girls who are sent away form school.

4.3.3 FINDING FROM TEACHERS' INTERVIEW SCHEDULE

4.3.3 FIELD TRIPS

Scarcely were field trips organised by the geography teachers in the 6 schools.

However, the few trips and outing, took learners to:

- (a) Some nearby industrial towns like Kisumu to Kenya Breweries, the Museum, the lake and the Fisheries; Eldoret to see Kenya Co-operative Creameries (K.C.C), Rift Valley Bottlers and Raymonds.
- (b) Around the school-to identity local farming methods and practices, settlements and physical features.

A major set back on field trips was lack of money, by many schools; the money would be used to hire vehicles and provide for meals for the groups while out on distant destinations.

Despite these handicaps, Graves (1982) proposes that field study is one major technique of acquiring first hand geographical information by observation and recording.

4.3.3.2 ACADEMIC RELATIONSHIP AMONG SCHOOLS

The academic relationship that existed among the 6 schools ranged from poor to nil (see table 4.2.16)

This hampered the sharing of ideas among learners of different schools. Such ideas, if shared, would help in the improvement of learning of geography and performance in national examinations. It is therefore necessary for schools to interact and develop a good report for mutual benefits.

4.3.3.3 TEACHING RESOURCES

As listed earlier, under results analysis, schools used a variety of teaching resources, some of which included realia, photographs, globes, charts, wall maps, atlases and text books.

However, all the 6 schools lacked a weather station a vital resource in the study of weather, climate and their elements. This could be one of the reasons why they considered practical geography area a difficult one having lacked all the practical work involved in the weather station.

On the side of text books used as teaching resources, some of the recommended texts had some shortcomings, as can be seen in the following sub-section.

4.3.3.4 USE OF RECOMMENDED TEXT BOOKS

It was discovered that most schools did not use recommended text books because they did not have them. For example, KIE books had not been put into much use because they were difficult to come by - especially book 3 and 4. Even the few that circulate around like KIE book 1 and book 2, are shallow in content-rendering them less valuable.

Generally, most text books in geography, if found in bookshops, were quite expensive, especially those for physical geography.

Instead, the teachers resorted to using the readity available though shallow text books, for example, those authorised by Malkiat Singh and T.C. Patel.

These books were hurriedly written and lacked the depth and breath of geographical content.

A list of recommended text books for use in geography, is found in table 4.2 / 17 above, while table 4.2/18 shows actual usage of some of these text books in the selected schools in Teso District.

4.3.3.5 GEOGRAPHY AREAS TO EMPHASIZE SO AS TO IMPROVE LEARNING

Referring to table 4.2.19 it was evident that physical geography area requires more emphasis than the rest so as to improve the learning of the subject. This is because 66.7% of the respondents/found this area to be the one to be emphasized. The remaining of 33.3% of the respondents found mapwork and photograph interpretation to require more emphasis than other areas.

Teachers found out that students found it difficult to quickly understand the numerous terms in trying to explain the geographical phenomena in the physical environment.

To some extent, mapwork and photograph interpretation was also another emphasis area because of the mathematical aspect it employs in most of its analysis.

4.3.3.6 WEIGHT OF SYLLABUS CONTENT

Most geography teachers raised an outcry on syllabus content that they found to be too much for the given course period.

4.2.20 showed that 91.7% of the respondents found it to be too much workload on the syllabus, while only 8.3%, found it to be adequate.

Muya W. (1995) noted that

"the ban on private tuition would deny children from poor families a chance to cover the overloaded 8.4.4 syllabus".

This was indicative of how the syllabus was compacted with a lot of instructional content. This has a direct negative effect on the learning of geography because content would always remain uncovered from year and level of learning to another. The unmanageable 8.4.4 curriculum would always require teachers and pupils to do more than they can handle within a short time.

Because of this and some other reasons, the geography teachers put forward the 11 suggestions that appear at the bottom of data analysis section. Perhaps this would improve the learning of geography in the long run.

4.4 SUMMARY

In this chapter, a lot has been done along the following lines.

The data that was gathered in the field using the students' questionnaire and the interview schedule for teachers and headteachers/has been treated in 3 ways;

- (a) It has been systematically presented in tabular form following items of the questionnaire and interview schedules. Where tables were not necessary, the data was just presented descriptively.
- (b) From the tabulated data, an analysis was then made to come up with worked out percentages. This was again done following the items in the questionnaire and interview schedules, and information tabulated as shown in sub-section 4.2. A short interpretation followed each set of percentages contained in the tables. This was done so as to make it clear to the reader of this report after it has been published.
- (c) Findings were then discussed followed actual data records from the field. They were solely in descriptive form as shown in sub-section 4.3.

CHAPTER 5

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The study was conducted to find out the factors that affect learning of geography in secondary schools in Teso District. This was done by randomly selecting 6 government day schools as a sample for the study, out of which 20 students were selected from each school alongside their geography teachers and headteachers.

In collecting data, a simple questionnaire and interview schedules were administered to the respondents who willingly provided the required information.

This information was mainly recorded in tabular form while analysis was done in percentages. The study identified among other things, lack of usage of some key aids, field trips recommended text books, student transport to other schools, pregnancies among female students, school fees problem and long distances walked by students. A thorough discussion of the research findings and recommendations given based on the findings of the study.

5.2 CONCLUSION

The conclusion here is based on the research findings of the study, argued against the literature review given in chapter 2.

It was discovered that schools did not use weather stations during the study of geography, and they lacked even improvised ones. Other modern in-door apparatus, like overhead projectors, television sets and radios, were not available in these schools. This is a negation of Norman's (1982) suggesions that information can now be obtained from radio broadcasts and television.

Schools did not frequently use field trips for geography studies. This was in effect harmful to learning through observation. Moreover, it stands out again contrary to Norman's (1982) assertion that geographical information is also obtained by travel to distant places.

As far as academic relationship among schools was concerned, it was very minimal, and yet this is necessary in the development of good report amongst schools for academic benefit.

Although most secondary schools used some teaching resources, they lacked some recommended text books that would be useful for references;

KIE text, especially for form 3 and four were still very scarce. It was discovered that geography text books were quite expensive. Very few or none, could purchase such books, despite the fact that they contain valuable geographical information.

This is supported by Muya's (1996) observation that "shortage of text books is the order of the day as most parents cannot afford to buy them. On average, one book is shared by 4 pupils".

- (a) physical geography
- (b) mapwork and photograph interpretation. This was the recommendation by the geography teachers. Students similarly found the same areas difficult to learn.

 Despite this, most studies showed a liking for the subject; 64.2% of the respondents found the subject relatively easy to learn.

Students performed in geography was found to be average.

A majority scored between 30% and 69% marks (second term examination, 1995). This showed that there were no high achievious in these schools.

It was also found that about half of the total number of the respondents lived up to 3 km away from school, while the other half came from destination exceeding 3 km. This strained learners by walking long distances.

Kipkoech (1995) revealed that
"teacher walked to and from school everyday. This
walk was dangerous because lions were roaming the area".
This is a factor of lack of adequate housing for teachers
in the school compound.

On enrolment, most of the schools visited were under enrolled, with school 'B' even having as low as 15 students per stream. This affected fees collection and general provisions in the school would be affected.

Out of the total number of students in the 6 schools, (842 students), 565 (67.1%) enrolled for geography.

This number is not big enough, since a lot of importance is attached to the learning of the subject.

Also, the number of geography teachers in the 6 schools was small compared to the total number of teachers and that of students enrolled for geography.

Only 15 teachers out of the total number of 99 in the 6 schools were teaching the subject, i.e 15.2%. This undermined the teaching of the subject.

However, headteachers and geography teachers in the selected schools had adequate qualifications of Bachelor of Education degree and Diploma levels, except for the 2 headteachers who had Approved Teachers Status (A.T.S.) and the one teacher who was not trained. The lone teacher should be recommended for training and the 2 headmasters should be replaced with current and up-to-date staff.

Yearly performance in geography between 1992 and 1994, lacked consistency in results record. Only 2 schools ('A' & 'B') had a full record of the results, but were not reflecting a reliable performance record since school dropouts affected uniform assessment.

Lastly, the weight of the syllabus was found to be generally too much and even over-loaded at certain levels e.g. in from 2. Therefore, together with inadequate text books in schools, little learning could take place with minimal benefit to the student.

5.3 RECOMMENDATIONS

The following recommendations are worth implementing in secondary schools, if learning of geography is to improve:

 Schools should embark on using a variety of teaching and learning aids-like, making improvised weather stations.

- 2. Frequent field trips should be used in the learning of geography. If funds limit distant trips, local and nearby trips should be encouraged. This can be done even around the school.
- 3. Inter-school geography discussions should be encouraged to benefit learners in exchanging of their ideas and learning from others.
- 4. School heads should strive to get the recommended text books in adequate quantity for reference purposes.

 Many can be raised through self-help.
- 5. Geography teachers should encourage students to develop a liking for geography.
- 6. School headteachers/should learn how to keep records so that examinations results record is also available always for reference.
- 7. Boarding facilities should be provided in secondary schools to save students, who are day scholars, from walking distances to school and back home. Fund raising can be conducted.
- 8. Students should be encouraged to enrol in large numbers. Parents should be educated on the usefulness of educating their children-especially girls. This can be done during parents' day at school.

 Geography teachers should encourage students to enrol for geography so that the number taking the subject is boosted.
- 9. School boards and management, should construct houses most, if not, all teachers in the school.

- 10. Headteachers/with old fashioned qualifications like
 A.T.S, should be replaced by professional graduates
 who are abreast with current educational affairs.
 The untrained teacher should be recommended for
 training-either, by going to college, or on the job.
- 11. Through the help of the geography teachers and career masters, students should be trained and encouraged to take all sections and parts of the subjects equally. A good grade can only be got if all areas of geography are treated equally.
- 12. Lastly, the geography syllabus should be restructured to avoid heaping content at certain levels. Let the content be evenly spread for easier handling by the teachers and the learners.

 On the weight of the syllabus, it should be worked out in revised editions that some material or content be taken to primary level and a little also to go to university so that adequate load may remain with the secondary level.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

The following areas can be researched on in geography in secondary schools:

- The study of gender effect in the learning of geography in secondary schools.
- ii. The effect of teaching methods in the study of geography in secondary schools.
- iii. Factors that affect the performance in geography in secondary schools' National Examinations.

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APPENDIX III

STUDENTS' QUESTIONNAIRE.

SCHOOL	
CLASS	
SEX OF SO POLICE LAND LAND LAND LAND LAND LAND LAND LAND	charses to start
AGE	
DATE	
Relatively engine	
INSTRUCTIONS: 1. Answer all questions honestly.	appropriately and
2. Tick the most correct	t answer in the boxes
provided.	
1. (a) Do you use any aids in learnin	g Geography?
Yes () No ()	
(b) If 'yes', which ones?	
How often do you go out of school or	n Geography trips?
At least once a term	()
At least once a year	(:)
None at all	()
 How regularly do you hold discussion with students from neighbouring scho 	ns in Geography
Termly	()
Yearly	
Never	()

4.	Do you have enough Geography text books?			
	Yes () No ()			
5.	How do you find learning geography compared to other			
	Most difficult ()			
	Difficult ()			
	Relatively easy ()			
6.	Which areas do you find difficult in learning geography?			
	Physical geography ()			
	Human and economic geography ()			
	Map work and photo interpretation ()			
7.	What was your performance in geography last term?			
	70% - 100 % ()			
	50% - 69% ()			
	30% - 49%			
	0% - 29% ()			
8.	How far is your home from school? (Answer in KM)			
	0.0 - 2.9 k.m ()			
	3.0 - 4.9 k.m ()			
	5.0 km & over ()			

APPENDIX IV

INTERVIEW SCHEDULE FOR HEADTEACHER

1.	Name of school	
2.	(a) Total number of students:	Boys
		Girls
		Total
	(b) Number of streams	
3.	Number of students taking geogr	aphy in whole school
4.	Number of teachers in the whole	school
5.	Number of geography teachers in	school
6.	Teacher's qualifications	
7.	Geography teacher's qualificati 1.	
	2.	
	3.	
	4.	
8.	Yearly performance in geography	in school:
	Form 1 1992	A CONTRACTOR OF THE PROPERTY O
	1993	get a filos - 12 of Prince and the Assessment and designations about
	1994	and other through the processing and an arrangement of
	Form 2 1992	the state of the s
	1993	No. 6 to difference out the contract of the co
	1994	

Form 3	1992	
	1993	
	1994	
Form 4	1992	
	1993	
	1994	

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APPENDIX V

INTERVIEW SCHEDULE FOR TEACHERS

1.	Do you normally organize field trips for geography		
	students? Yes		
	No		
2.	If yes, which areas do you visit normally?		
3.	What is the academic relationship between your school and neighbouring schools		
4•	What kind of teaching resources do you use in teaching geography?		
5.	Which recommended graphy text books do school use?		
6.	Which areas in geography need more emphasis to improve learning?		
7.	How do you find syllabus content in geography? (in given course time)		
	Too much		
	Adquate		
	Too little		
8.	What would you, as a teacher of geography, recommended if the learning of geography in secondary schools is to be improved?		