

**FACTORS INFLUENCING TEACHER PERFORMANCE IN THE  
IMPLEMENTATION OF GEOGRAPHY CURRICULUM IN PUBLIC  
SECONDARY SCHOOLS IN IMENTI SOUTH SUB COUNTY, MERU  
COUNTY KENYA**

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

**University of Nairobi**

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## **DECLARATION**

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

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## **DEDICATION**

I dedicate this work to my beloved husband Kinyua Marimba, my children Arnold Mwiti and Fiona Kanana, my parents Ruth Gikunda and Julius Gikunda for their support, patience , prayers and encouragement when I was doing my studies

## **ACKNOWLEDGEMENT**

I sincerely thank God for giving me the energy, good health, sound mind and focus to undertake and accomplish this work. I wish also to express my sincere gratitude to my supervisors Dr Grace Nyagah and Dr Rosemary Imonje for their continuous guidance, expertise and advice during the preparation of this research project. Their professional suggestion and comment assisted me to complete this project. May God bless you abundantly.

I am greatly thankful to my husband for supporting me financially and morally throughout when I was undertaking this course, my mother for her encouragement and support.

I thank my respondent who gave their valuable time to give me the most needed information without which this study would not succeed and these include head teachers and geography teachers.

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## **ABBREVIATION AND ACRONYMS**

**G O K** Government of Kenya

**I C T** Information Communication and Technology

**K C S E** Kenya Certificate of Secondary Education

**M O E** Ministry of Education

**U N E S C O** United Nation Educational Scientific and Cultural Organization

**S S P S** Statistical Package for Social Sciences

## ABSTRACT

The performance of teachers is the major input of Education quality in our schools today and what takes place in the classroom and other learning environment is equally important and needs to be investigated. This study therefore aimed at investigating the factors influencing teacher performance in the implementation of geography curriculum in Nkuene Division South Imenti District. The study sought to explore how availability and use of teaching and learning resources, In service programmes availed to geography teachers, administrative support as well as teachers' attitude towards teaching of geography affect teachers performance in the implementation of geography curriculum. The research project was guided by descriptive survey design. The target population constituted 31 geography teachers and 20 head teachers in Imenti south sub county. The target population was sampled using stratified random sampling techniques. The research instruments used were questionnaire for geography teachers and interview schedule for head teachers. Descriptive statistics was used to analyze data and I presented them on tables, pie chart and calculated using percentages as well as weighted mean with the help of SPSS. The qualitative data was presented through descriptive statistics. The study used the two factor theory by Herzberg. The key findings of the study indicated that the availability of teaching and learning resources influenced to an extent the performance of geography teachers. The study had therefore found that the availability of resources had a strong relationship with the performance of teachers as they helped them carry their day to day activities effectively. The study also found out that in service training for geography teachers had a positive relationship with the performance of teacher as most of the geography teachers seemed to understand the benefit of these training as most claimed that they were more equipped with up to date knowledge and skills to handle geography syllabus effectively. The study further found out that head teachers support do not considerably influence the performance of geography teacher as some support do not come directly from school administrators but also other stakeholders. About the attitude of teachers, the findings revealed that teachers had a negative attitude toward the teaching of geography which subsequently affect their performance. The study recommends that more resources be provided to geography teachers and the schools in general. Frequent in –service training be provided to geography teachers in order to enrich their skills and perform the duties better.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Geography is one of the most important subject in secondary school Education that equips student with a body of knowledge to make them functional in life (Kerski,2011). In united states Gilbert (2012) affirms that studying geography enables student to understand and do something about some of the issues and problems facing United State and the world including climate change, energy dependence, war and regional conflict, globalization and International terrorism. It is a subject that builds on young people's own experiences, helping them to formulate questions, develop intellectual skill and find answers to issues affecting their lives as it introduces them to distinctive investigative tools such as maps, fieldwork and use of powerful communication technologies.

According to UNESCO (2000), geographers are taught a wide ranging combination of skills, drawing in ideas from many source that make them view issues in a wider perspective. Kimani (1991) assert that the foundation stone for scientific and technological advancement has a strong background knowledge in geography that Kenya needs in order to realize vision 2030. The discipline is experiencing low enrolment and poor performance. In India the discipline no longer enjoys the status of 'the queenly subject' as was in the case during British period. It has to struggle for it survival as its very presence is being questioned in school curriculum (Alam, 2006). In Nigeria akitande (2011) assert that there has been a sharp decline in student enrolling

geography. In Kenya, geography is one of the examinable subject in our school curriculum but its enrolment and performance has been declining Muita,( 2012). (Kimathi, 2014) has also noted the decline in enrolment of geography over time in Meru Central District. In Nkuene Division, Imenti south sub county the performance of geography in the last four years has been declining as compared to other Division in the same sub county. This is indicated by the table below;

**Table 1 Performance of geography and History in K C S E in Imenti sub**

<b>County</b>		<b>2011-2014</b>		
Year	Division	No of schools	Geography mean grade	History mean grade
2014	Nkuene	24	4.6	6.1
	Abogeta	20	6.2	6.5
	Igoji	21	5.8	6.8
2013	Nkuene	24	4.5	6.0
	Abogeta	21	6.3	6.6
	Igoji	21	5.9	6.9
2012	Nkuene	23	4.4	5.6
	Abogeta	21	5.6	6.9
	Igoji	21	5.9	6.7
2011	Nkuene	23	4.5	5.9
	Abogeta	22	5.8	6.2
	Igoji	21	5.5	7.0

**Source: Meru County Education Office( 2014)**

All Education system aims at providing quality Education for their students. UNESCO (2006) assert that one of the most determining factor that can guarantee education quality is teachers' performance. Adeyemi (2010) defines teacher performance as the duties performed by teachers at a particular period in the school system in order to achieve school goals. Nadeem (2011) assert that in all education system the performance of teachers is one of the handful factors determining school effectiveness and learning outcome. The poor performance and low enrolment are some of the inferences regarding the performance of teachers. Some scholars have different views on what influences teacher performance.

Riaz (2000) assert that factors that influence teacher performance include attitude, subject mastery, teaching methods, motivation of teachers, self-development, and student attitude among others. Griffin (2005) explored that the performance of a teacher is determined by the three factors i. e motivation, workers' environment and his ability to work. This study will investigate the availability of teaching and learning resources, the in service program availed to geography teachers, the teacher attitude and the administration support.

Hirsch & Emerick (2007) noted that Administrative support plays an important role in providing professional development opportunity to school teachers. Tehseen & Hadi (2015) noted that poor performance of teachers lead to poor quality of student that comes out of the society. Republic of Kenya (2013) noted that lack of adequate opportunity for in service training has denied practicing teachers to enhance their skill beyond those acquired during the pre-service training. Mckenzie & Siantiago (2004) also noted that

in many countries teacher Education programs are of low quality and lack relevance to school needs. UNESCO (2012) notes that instrument to motivate teachers are limited as there are limited opportunity for their career growth.

Ngeno (2006) also notes that although resources are available for using in teaching lack of time is an impediment for their utilization. Teachers are not allowed to access them and utilize them in teaching of geography. Emojong (2008) also notes that the poor performance of teachers is placed on the poor professional conduct by some teachers. Also Mohanty (2000) notes that teacher performance is the most crucial input in the field of Education. What affect them should be investigated, as performance of teachers is a global phenomenon that cannot be ignored (Hadi, 2015)

### **1.2 Statement of the problem**

Tehseen & Hadi (2015) assert that the poor teacher performance leads to several problems experienced in school like low performance of student, delay in delivery of Education among others. In Imenti South Sub county low enrolment and performance have been evidenced as indicated by Kimathi (2014) in his study on factors influencing low enrolment in geography. This is also reflected on table 1. Gitonga (2014) also notes that the low student achievement are often blamed on the quality and motivation of teachers and how the geography teachers are supported by the school principals. Despite the effort made by the government of Kenya to increase the number of resources like books in our school their utilization and adequacy is still minimal(MOE,2016) Geography demands good utilization of resources,



teacher who have positive attitude toward their subject but this is lacking in some schools (Kimathi, 2014 )

Therefore the main factors currently influencing teacher performance in the implementation of geography in public secondary school need to be investigated adequately in Kenya.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the factors that influence teachers' performance in the implementation of geography curriculum in Imenti South Sub county

### **1.4 Research objectives**

The study was guided by the following objectives

- i. To establish the extent to which the availability of teaching and learning resources influences teacher performance in the implementation of geography curriculum in Imenti South Sub county
- ii. To determine ways in which support from administrators affect teacher performance in the implementation of geography curriculum in Imenti South Sub county
- iii. To establish how teachers' attitude toward teaching of geography influences their performance in the implementation of geography curriculum in Imenti South Sub county
- iv. To determine ways in which in service program influences teacher performance in the implementation of geography curriculum in Imenti South Sub county.

### **1.5 Research questions**

The study was guided by the following research questions

- i. To what extent in which does the availability of teaching and learning resources influence teacher performance in the implementation of geography in Imenti South Sub county ?
- ii. In what ways does support from administration affect teacher performance in the implementation of geography curriculum in Imenti South Sub county ?
- iii. What is the influence of teachers attitude toward the teaching of geography on their performance in the implementation of geography curriculum in Imenti south sub county?
- iv. In what ways do in- service program influence teacher performance in the implementation of geography curriculum in Imenti south sub county ?

### **1.6 Significance of the study**

The result and recommendation of this study could serve as vital information to various stakeholders of Education like the administrators, policy makers and training institutions. With the help of this study the administrators may make informed decision on how to effectively help geography teachers implement the curriculum effectively and how also to motivate and support the geography teachers. The Ministry of Education and other stakeholders can also make use of the findings and recommendation in regard to training and distribution of teaching and learning resources based on the needs in schools . The in service training organizers can also focus on the strength and

weaknesses of in service training findings from this study in order to make the training successful.

### **1.7 Limitations of the study**

According to Mugenda and Mugenda (2003) a limitation is an aspect of research that may influence the result negatively but over which the researcher has no control. The respondent who participated in this study were familiar with the failing standard in Geography and may have chosen not to give responses that would risk their job. To increase the degree of sincerity, the respondent were requested not to disclose their names and those of their schools. The researcher was also constrained by the rugged terrain of the area of study making it impossible to access some areas like St Eugene day school and its environs the researcher therefore liaised with geography teachers during geography symposium.

### **1.8 Delimitations of the study**

The delimitation are restrictions set by researcher to mark the scope of the study (Cohen, Manion & Morrison, 2007) This study was purposely restricted to factors influencing teacher performance in public secondary school in Meru county. Therefore the findings cannot be generalized to private secondary schools. The study was further narrowed to Imenti South Sub county to avoid carrying the study in the entire Meru County. This enabled the researcher to manage the collection and analysis of data within the stipulated time. The narrowing of the study also helped the researcher to reduce the cost of the study in the entire Meru County. Therefore the study was restricted to twenty schools in Imenti South Sub County, focusing on 20 headteachers and 31

geography teachers. The study only focused on the availability of resources, in-service training, administrative support and attitude of teachers on teaching and how it influenced their performance.

### **1.9 Basic assumption of the study**

The following were the basic assumptions of the study

- i. Respondents would answer and give accurate responses to the questionnaire
- ii. Most of the teachers were assumed to have attended in-service programmes on improvement of their services
- iii. The sampled schools were representative of the entire population.

### **1.10 Definition of significant terms**

**Curriculum implementation**-is putting into intended use what has been planned once it is delivered in schools by teachers

**Enrolment** –refers to the number of students taking a given course

**In-service training** –refers to short-term training provided to teachers who are already in the profession to update and improve their service

**Modern teaching and learning resources**-are new resources that enhance effective teaching like computers for presentation and research, video, digital cameras, slide shows and others

**School administrators**-refer to school head or teachers delegated the responsibility of being in charge of the school or institution

**Support**-refers to financial help or other help like moral, school resources like bus that teachers get from the school administration as they carry out their day-to-day activities

**Teacher performance** –This refers to the act of teachers accomplishing their task measured against the learning outcome of the student, completeness and accuracy and compared to the time and resources used.

### **1.11 Organization of the study**

The study comprises of five chapters;The first Chapter consists of the background to the study, statement of the problem, research questions, limitation and delimitation of the study, key assumption, and definition of key terms and the organization of the study.The second Chapter deals with review of related literature,which involves a detailed discussion of the available study based on the objectives of this study.The summary of literature and research gap, theoretical framework and conceptual framework .

Chapter Three covers research methodology, research design, target population,sample size and sampling procedure, research instrument, validity and reliability of research instrument , methods of data collection,data analysis techniques and ethical consideration

Chapter Four entails data analysis , interpretation and discussion of the study while Chapter Five gives the summary, conclusions and recommendation of the study as well as suggestion for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter entails reviewed literature under the following headings; they include the concept of teacher performance, the availability of teaching and learning resources like computers, the influence of in-service programs availed to geography teachers on teacher performance, the attitude of teachers toward geography and the influence school administrators on teacher performance

#### **2.2 The concept of teacher performance.**

Job performance is the product of a combination of an individual's motivation and ability (krertner,1995).During the Eric system era the evaluation of teachers in teacher training on their performance strated gaining familiarity(Akram,2014).He further assert that from 1976 to 1984 there were present 1055 studies on student's evaluation of teacher performance. Remmers (1928) initiated the systematic research program into student's evaluation of teaching effectiveness. According to Adeyemi (2010) teacher performance refers to duties performed by teachers at a particular period in the school system. It is also the ability of teachers to combine relevant input for the enhancement of teaching and learning process (Riaz, 2000).

For quality education to be realized in our school system what takes place in the classroom and other learning environment need to be well taken care of. As a major input of education quality, performance of teachers was widely recognized as critical factor influencing education quality thus the

development of teacher performance (UNESCO, 2006). There are many factors that influence the teacher's job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristic the classroom environment, general mental ability personality, relation with student, preparation and planning, effectiveness in presenting subject matter, relation with other staffs, self- improvement, relation with parent and community, poise, intellect, teaching techniques, interaction with student, teaching competence demonstrated, motivational skills etc. (Akram, 2014).

### **2.3 Availability of teaching and learning resources and performance of geography teachers**

The instructional resources play a vital role in explaining the wide variation in academic performance among student in different types of secondary schools.(Kuria, 2015).Effective teaching depends on the availability of resources like textbooks, visuals and audio visual teaching aids (Gitonga, 2014).Teachers working condition affect their ability to provide quality education. The availability of textbooks and learning materials, heavy workload of teaching influences the teacher performance (Akram, 2014).The teacher is the most important factor of the teaching-learning process (Panda & Mohanty 2003) if what teachers require is not sufficient or is inadequate to them,then it becomes a problem for them to perform their duties as required. Ngeno (2006) also notes that in some schools, the resources are available but lack of time is an impediment for them to access these resources.

Akram (2014) continues to emphasis that performance is a function of how factors such as students characteristic, teachers characteristic and teaching

learning resources interact in school environment. If the interaction is healthy, the performance is always good if not the performance deteriorate. Pajare (2002) also observes that school resources and facilitates could be a major contribution to poor performance in secondary schools. Therefore the need to investigate the availability and use of resources in Imenti South Sub County.

#### **2. 4 Administrative support and teacher performances.**

Administrative support refers to the involvement of principals and other school leaders in supporting teachers' task and helping them in improving their teaching. (Hirsch & Emerck,2007).It is the principal of the school who set a conducive environment for her or his teachers. Davidson (2005) asserts that the leaders should set a proper organization culture that allows communication between the superior and employees to enhance good performance.

Shantz & Rideout (2003) ascertained that the fast and rapid expansion of education has led to appointment of head teachers who have not had the experience to execute their duties efficiently as it is expected of them. Geography is a subject of many denials, denial for trips, lack of teacher consultation, personal grudge and interference of extra curricula activities. The principals of the school antagonize geography teachers and student when geographical trips are mentioned (Gitonga, 2014). Administrative role of the principal involves planning, organizing directing, controlling and management of all matters pertaining to education enhancement in the school. This implies that he or she has to plan and organize for resources material required for teachers to enable them work as required. But this is lacking in some schools



as Olembo (1997) point out that most principal are not aware of what goes on in the classroom.

### **2.5 In- service program availed to geography teachers and teacher performance.**

Mohanty (2000) assert that teacher performance is the most crucial input in the field of Education. In schools teacher performance can be mapped well through arranging training program for the teachers to get them motivated and their confidence to be increased. Tehseen & Hadi (2015) also notes that the caliber of teachers in any school system forms important Education resources on school outcome Odhiambo (2005). Achola (1990) also assert that a better educated or trained teacher produces positive learning outcome and for this to be realized a teacher need to be provided with a room for development. Maoga also (2007) assert that regular in- servicing of teachers is required to ensure quality teaching of geography. It should be done in a manner that conforms with the trends in education.

Lack of adequate opportunities for in-servicing training has denied practicing teachers a chance to enhance their skills beyond those acquired during their pre-service basic training (Republic of Kenya 2013) instrument to reward and motivate teachers are limited as there are limited opportunities for career growth (UNESCO 2002) If they are present Mckenzie & Santiago (2004) notes that they are of low quality and lack relevance to school needs. In order to achieve better in terms of performance, continuous professional development for teachers is required to improve their performances in the classroom and improve student achievement.

## **2.6 Influence of teachers' attitude toward geography and teacher performance.**

Some scholars have differed views on what influences teacher performance, Meenakshi (2008) argues that learning is affected by the attitude and motivation of teachers. If a teacher has appositve attitude toward his or her subject learning occurs easily. Teachers behavior and attitude are important variable which account for student achievement (Gitonga 2004)

According to board man as cited by Achola (2003) two very different teachers may cause the syllabus to appear differently in the eyes of the student who are learning. Makena (2011) also notes that teachers attitude toward teaching would affect teaching style in such a way that brings out difference in student outcome. Weeden (2006) further agrees that teachers' behavior and attitude are important variable which account for student achievement. Hadi (2015) notes that the enhancement of positive attitude not only promote teacher efficiency, but also helps in making the school attractive for students and teachers.

The attitude of teacher`s toward teaching is very important variable. The primary attribute of a good teacher is the ability to create a warm friendly atmosphere in the classroom, select appropriate teaching and learning strategies that will motivate the interest of his or her learners hence leading to better performance. Munyari (2014) notes that the negative attitude toward geography may originate from the fact that its scope is wide with diverse topics. There is little done on the attitude of teachers toward their job which subsequently do affect their performance.

## **2.7 Summary of the literature review.**

This study concurs with Akram (2014) who found out that teachers working condition affect their ability to provide quality education. The availability of textbook, learning materials, heavy work load of teaching, influences teacher performance. The findings indicated that many schools in Imenti South Sub County ie 90% require more resources to enable the teachers implement geography curriculum effectively. This study is also in agreement with Pajare (2002) who noted that school facilities account for differences in achievement. He further assert that availability of textbooks has a positive relationship to the achievement in both primary and secondary schools. Equally Mwangi (2002) agreed with the findings in this study that teaching and learning resources are very important element in teaching /learning situation which subsequently influences teacher performance. Ngeno (2006) also notes that in some schools these resources are available but lack of time is an impediment for them to access.

The findings revealed that the Administrative support did not fully influence the performance of teachers as other support were provided by the ministry of Education and other stakeholders. This findings therefore differs with Gitonga (2014) in his study on factors influencing poor performance of geography who assert that geography is one of subject which is a victim of principals' denial, denial for trips, teachers' consultation and personal grudges. In line with Matara (2012) this study found out that administrative support has no connection with the performance of teachers, it only has a significant influence

on the motivation and readiness of teachers to take up their responsibility of teaching as own.

In regard to in service training of teachers ,this study concurs with the government report,( Republic of Kenya ,2013) who revealed that lack of adequate opportunity for in- servicing training has denied practicing teachers a chance to enhance their skills beyond those acquired in their pre- service.In line with these findings, this study concluded that geography teachers need to be provided with more in service programmes to be more competent in their area of study.Feedback forum be be availed to them to get the relevance of the training.But the findings differs with Mckenzie & Santiago (2014) in their study on the influence of teacher performance revealed that in service provided to teachers are of low quality and lack relevance to school needs .

The findings further revealed that teacher attitude toward the subject influences their performance.This findings therefore is in line with Makena (2011) in his study factors influencing teacher effectiveness in curriculum implementation who noted that teachers` attitude toward teaching would affect their teaching style in such a way that brings out a difference in student outcome.

The findings of this study indicated that the negative attitude of geography teachers toward the subject has a significant influence on the performance of geography teachers as well as academic performance of the student.The findings agrees with Gitonga (2014) who argued that the negativity of geography teachers is influenced by the wide scope of geography and simiral to Guoyuon's (2010) findings.This study found that attitude of teachers can

thus be improved through training, motivation and providing adequate ICT facilities to schools.

## **2.8 Theoretical framework.**

This study was based on the two factor theory by Fredrick Herzberg (1959).The two factor theory is a motivational theory that is based on two different needs of human in the workplace. The basic biological and psychological needs, our unique human characteristic of the ability to achieve and experience psychological growth. Herzberg conducted a study where he analyzed the responses of 200 accountant and engineers who were asked to describe those situation in which they felt exceptionally good and exceptionally bad about their job. He found that when people talked about feeling good or satisfied, they identified factors intrinsic to job itself, which he referred as motivators like achievement, recognition, work itself, responsibility, advancement and growth.

When employees talked about being dissatisfied with the work, they mean factors extrinsic to the job which he referred as hygiene factors for example company policy and administration, supervisors, work condition, salary, interpersonal relationship and security.The two factors do not conform to a hierarchy and neither are they opposite end of continuum. They are on two separate dimension, This theory suggest that administrator require to manipulate the hygiene factors only to change the dissatisfaction to neutral and manipulate the motivators to improve the neutral to satisfaction .This means that the administrator has to attend to both set of characters and not assume that an increase in satisfaction can lead to decrease in unpleasurable

dissatisfaction .The administrators need to provide an environment conducive with required resources for the geography teachers to do their work effectively .This is to avoid the hygiene factors from having a reverse impact on work effectiveness if not responded to conscientiously due to absenteeism,teachers' turnover ,frustration or negative thinking in general (Hanson,1995)

## 2.9 Conceptual framework

Independent

Variables

Dependent

Variables

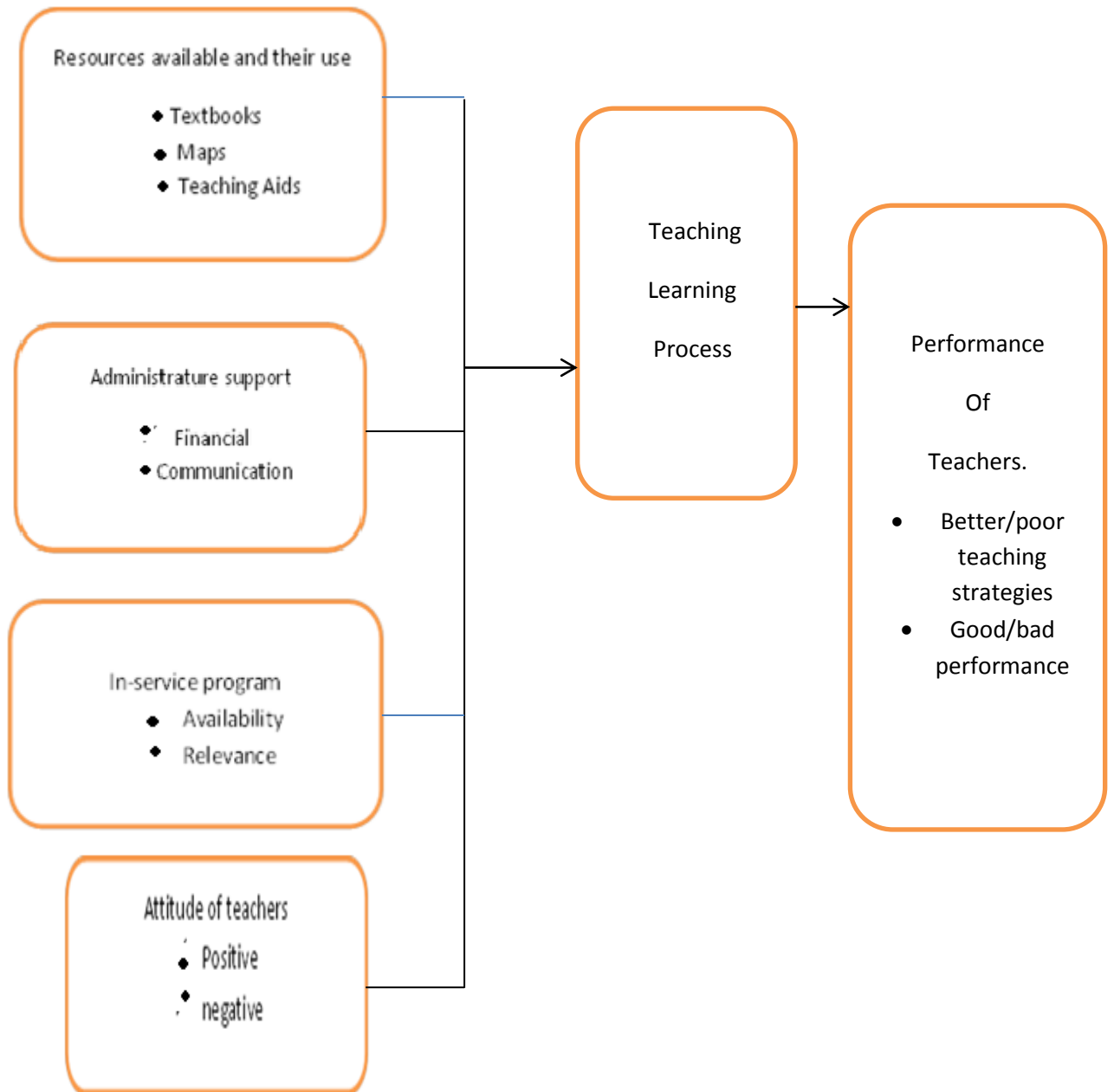


Figure 1 factors influencing teacher performance in implementation of curriculum

Figure 1 shows input involved in the study which included resource availability, administrative support, in- service programmes and attitude of teachers toward teaching of geography. The dependent variable is the outcome caused by the independent variable. These outcomes include better or poor teaching strategies, good or bad performance of students evidenced in our school. For better satisfaction of student that may lead to better result in their academics, continuous professional development of teachers is required to improve their performance in the classroom, adequate resources be availed to them, support from administration and motivated teachers' who have positive attitude toward their job.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the details of the methodology used in the study such as the location of the study, target population, sample size and sampling procedure, research instrument, validity and reliability of the instrument, data collection techniques, data analysis techniques and ethical consideration.

#### **3.2 Research design**

A research design is a work plan deliberately selected to guide the process of research to answer the research problem. It encompasses the principles and procedures followed in the planning, carrying out the study and developing a report (Orodho, 2005). This study utilized descriptive survey design which was useful in collection of statistical data on factors that influences the performance of teachers in the implementation of geography curriculum in Imenti south sub county.

The descriptive survey was used because it will allowed the researcher to study and obtain information about the current status of the performance without manipulating the variables.

Banerji (1994) assert that descriptive survey design enhances one to secure the evidence of the existing situation or current condition, determine how to take next step having determined where we are.

### **3.3 Target population**

According to Mugenda & Mugenda (2003) “Target population refers to an entire group of individuals, events or object having a common observable characteristic. The target population for the study comprised of all heads of school and all geography teachers in Imenti south sub county. Statistics obtained from Imenti South Education office indicate that there are sixty six secondary schools, sixty six head teachers and 102 teachers for geography in Imenti South Sub County (2016)

### **3.4 Sample size and sampling procedure**

A sample is a representative proportion of the target population. The sample size must be able to accurately represent the characteristic which is under investigation (Mugenda & Mugenda, 2003). This study used stratified random sampling technique to obtain a sample from the target population that is the teachers and principals. Then random sampling was used to sample out the school. According to Mugenda & Mugenda (2003) a sample size of 10-30 % of the respondent can represent the target population. Based on this guideline the researcher used a sample of 30% of the target population which gave twenty secondary schools, twenty head teachers and thirty one geography teachers.

### **3.5 Research instruments**

The study used two instruments to collect data that is questionnaire and interview schedule. The questionnaire was used to solicit data from geography teachers while interview schedule will be used to collect data from principals. The questionnaire enabled the researcher to collect data consistently across

the population over a short time as well as able to explore various variables under investigation within one study hence cutting down the cost and time, while the interview schedule enabled the researcher to get accurate data as well as get in depth information regarding variables under investigation.

The questionnaire contained both structured and unstructured questions. The teachers' questionnaire had four sections: Section A solicited information on teachers' bio-data, Section B had structured question where the respondent were expected to tick their suitable response and open ended questions where the respondent were free to use their own words. This section enabled the research to solicit information regarding in-service program. Section C used the likert format where the teacher were expected to choose any of the five options available that is never, sometimes, often, mostly and always. This section enabled the researcher to gather information on the attitude of teachers and student toward the implementation of geography.

The interview schedule for head teachers contained nine questions which sought information regarding in service program for teachers, challenges faced by geography teachers and the availability of teaching and learning resources.

### **3.6 Validity of instruments**

According to Orodho (2005) validity refers to the degree to which a test measures what it support to measure that is the degree to which the instrument used in research to collect the data desired for the study. Mugenda and Mugenda (2003) define validity as the degree to which the result obtained from the analysis of data actually represents the phenomena under the study.

They further notes that content validity is the degree of accuracy with which the instrument measures the target variable. The researcher administered standardized, adequate and appropriate items in the instrument relevant to the research objective to the respondent. The grammatical errors were corrected to avoid ambiguity in statement. The content validity of the items in the questionnaire and interview schedule was validated by consulting with the supervisors of this study under University of Nairobi (Kimberlin & Winterstein, 2008). This enabled the researcher to obtain professional commentaries and modification of the research instruments.

### **3.7 Reliability of the instruments**

Mugenda & Mugenda (2003) defined reliability as a measure of the degree to which a research instrument yields consistent result or data after a repeated trial. To enhance reliability of the instrument, the researcher conducted a pilot testing of instrument. A pilot study was conducted in a population similar to the target population. The researcher used test- retest technique to determine the consistency of the instrument to be used.

The researcher administered questionnaire twice to the same respondent in the pilot sample. After the first administration, the researcher re visited the school after two weeks for the second administration. Two questionnaire were distributed to two headteachers and four geography teachers. The questions were marked out of 100 percent and obtained the following scores 87,90,80,65,85 and 82. These were presenting the value of X. The second test was administered to the same headteachers and geography teachers after two weeks and the scores obtained were 90,87,67,88,85 and 82 which represented

the value of Y. The number of headteachers and geography teachers who participated in the two sets were six which represent the value of N. The scores from the test were correlated using Pearson's product moment correlation formulae as indicated below,

$$\text{Correlation (r)} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[\sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

$$\sqrt{[\sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}$$

N= Number of scores

R= is the degree of reliability

X= First set of scores

Y= Second set of scores

$\sum XY$  = sum of the product of first and second scores

**Source :Marija (2005) statistical procedures companion**

When the Pearson's product moment correlation was computed using the scores obtained the values of headteachers and geography teachers had a correlation (r) of 0.871 showing a high degree of positive correlation between the two tests. According to Oluwatayo (2012) a reliability index of 0.84 is considered ideal for a study and Mugenda & Mugenda (2003) says that a correlation co-efficient of 0.5 to 1.0 implies that there is a high degree of reliability of the data and the instrument can be used for data collection.

**3.8 Data collection and procedure**

First the researcher obtained permit to carry out the study from the National Council of Science and Technology having first the approval of the research proposal by the two supervisors allocated to. Thereafter the researcher

proceeded to Sub County Director of Education Imenti South to inform the office about the research to be carried out, upon acceptance of the request the researcher presented an introductory letter to teachers and head teachers to the sampled school. The researcher informed them of the intended study as well as requested them to offer necessary assistance required. The researcher then visited the twenty schools sampled and delivered the questionnaire and interview schedule to principals and teachers. Then analysis and interpretation of the data collected followed after the collection of the data.

The questionnaire were used to collect data from teachers while the interview schedule was administered to the school heads .

### **3.9 Data analysis techniques**

Data analysis is the process of systematically, searching and arranging field notes, data and other materials from the field with the aim of increasing researchers' own understanding to enable the researcher to represent them to others Orodho(2009). The researcher obtained both qualitative and quantitative data using SPSS. The study employed descriptive survey design. Questionnaire and the interview schedule were checked to confirm if all questions had been answered and data coded. Descriptive statistics was used to analyze quantitative data.

The data was then entered and coded into the computer for analysis using the statistical package for social sciences (SPSS). This technique was used because it helps the researcher to summarize and interpret the data without seeking to test the fact. (Muji, 2004) describes SPSS to have the capability of offering extensive data handling and numerous statistical analysis routine that

can analyse small to very large data The result was be presented using frequency distribution tables and bar graph.

Qualitative data was organized into into themes and quantitative data was calculated from the data obtained from the field. Content analysis was also used to analyze content of instrument that may not be quantifiable. Descriptive statistic such as frequencies, percentages and tables were be used to analyze the data.Gay (1992) assert that descriptive survey is commonly represented through use of graphs, piecharts and frequency tables.

### **3.10 Ethical consideration**

The researcher sought consent from school head teachers and geography teachers of the sampled schools before conducting the research. The researcher assured the respondents on confidentiality of their names and school.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter entails the analysis, presentation and interpretation of the findings. The results are presented in tables and diagrams. The chapter is divided into subsections where general characteristics of the respondents such as age and gender are analyzed. The data is also analyzed around key variables and surrounding factors affecting teacher performance in Nkuene Division. The chapter presents findings of the study as per the research objectives which consisted of the following;

1. To establish the extent to which the availability of teaching and learning resources influences the performance of geography teachers
2. To determine ways in which support from administrators affects the performance of geography teachers
3. To establish how teachers' attitude toward teaching of geography influences their performance
4. To determine ways in which in-service programmes influence the performance of geography teachers

#### **4.2 Questionnaire return rate**

Questionnaire return rate is the proportion of the sample that participated as intended in all research procedures. In this study, out of 31 geography teachers, all of them (100%) returned the questionnaire. Out of the 20 headteachers sampled, 19 complied (95%) to the scheduled interview. The



percentage return rate was averaged to about 97.5% and it was deemed adequate for analysis and reporting. According to Mugenda & Mugenda (2003), a response rate of 50% is adequate for analysis and reporting rate of 60% is good and a response rate of 70% and over is excellent, so from Mugenda (2003) the response was excellent.

### 4.3 Demographic Data of the respondent

Demographic profile provides information about population structure and help create a mental picture of subgroup that exist in the population. According to Kiess and Bloomquist (1985) demographic information for the study subject help researcher to determine if samples are representative of the population of interest. In this study the researcher investigated the age and gender of the respondents.

The study sought to determine the age of the respondents. The findings are summarized in table 2

**Table 2 Gender of the respondents**

Gender	Headteachers	Respondents		Geography teachers	F	%
		F	%			
Male		14	70.0		20	64.5
Female		6	30.0		11	35.5
Total		20	100.0		31	100.0

From the result in the table 4.1, it was established 64.5% of geography teachers were male and 70% of the headteachers were also male. This finding indicate that even though teaching profession is assumed to be dominated by women there are also more male in teaching of some subjects. The 30% of female

headteachers is also an indication that the two third representation of females in leadership is evidenced in our Education system.

The study also sought to determine the age bracket of the respondent interviewed. The findings were presented in Table 3

**Table 3 Age of the respondents**

Age in years	Respondents			
	Headteachers		Geography Teachers	
	F	%	F	%
30 and below	0	0	4	42.9
31-40	1	5.0	20	64.5
Above 40	19	95.5	7	22.6
Total	20	100.0	31	100.0

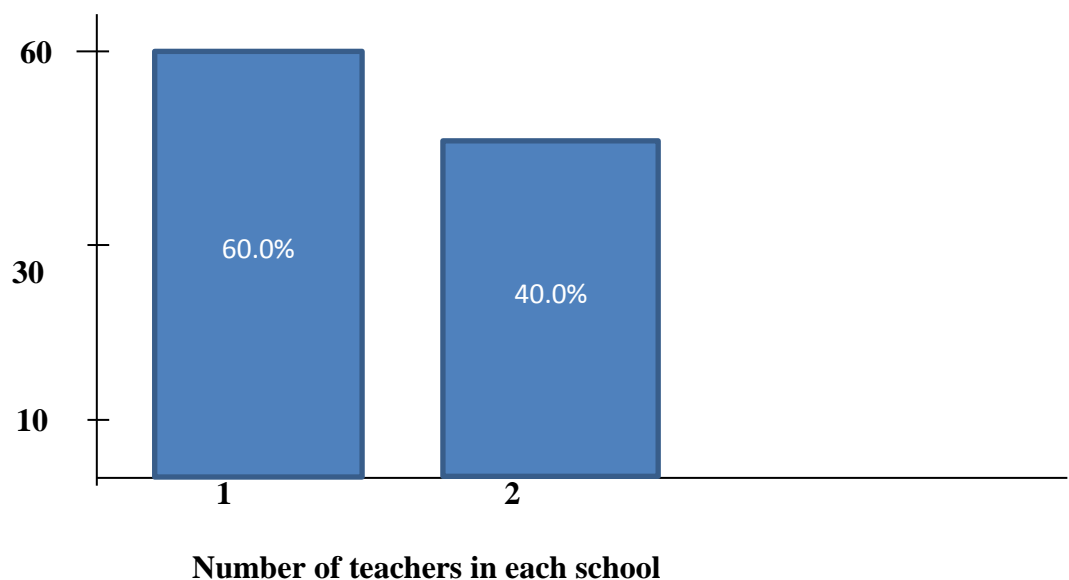
From the findings it was revealed that majority of the head teachers were of the age above 40 ( 95% ). This implies that schools are ran by individuals with acceptable experience and managerial background from diverse profession. For geography teachers, the findings revealed that the majority of the respondent were within age bracket of 31-40 years. This implies that they are in their prime ages which can be able to use modern method of teaching of geography to make it more interesting and attractive to student and also teachers who are energetic, with vigour to utilize modern approaches of teaching.

#### **4.4 Availability of teaching and learning resources**

The first objective of the study was to establish the influence of availability of teaching and learning resources on teacher performance in the implementation of geography Curriculum. Teaching and learning resources are designed to

help the teachers to understand and implement ideas contained in the curriculum. They also help learners to achieve the learning objectives intended to be achieved Ngeno (2006), therefore the availability and quality of learning and teaching resources is important for the implementation process to take place. The Regulation and Syllabus (2005) stipulate that teaching of geography should emphasize the practical geography thus the need for teachers and student to utilize resources in teaching and learning of geography. The researcher sought to know how availability of resources influenced the performance of teachers. The headteachers were asked to indicate the number of geography teachers available in their schools and their responses were presented in figure 4.1

**Figure 4.1 Number of geography teachers in each school**



The findings revealed that most of the schools had one geography teacher (60%) and only a small percent of schools had two geography teachers

depending on the number of streams which means more teachers are required in our schools. The headteachers were further asked if the said number was enough and 50% of them said it was enough while the remaining 50% said the number was not enough. This implies that more teachers of geography are required in school for effective implementation of geography curriculum. This inadequacy of teachers in some schools affected the way teachers handled as well as carried out their activities as they were constrained by the high number of students per class with limited time to handle each of them appropriately. These findings are in line with those of Akram (2014) who noted that teachers need to improve their attention toward the student in order to improve their performance.

**Table 4 Resources to be provided to schools**

Resources	Frequency	%
Revision books and textbooks	28	90.3
Fieldtrip and other teaching aids	3	9.7
Total	31	100.0

Majority of the geography teachers identified that revision books and textbooks need to be provided more in their respective schools to help them improve in their performance while 9.7% identified fieldtrip and teaching aids. This implies that most of the teachers are not provided with the relevant teaching and revision books like textbooks, globes, geography resource center among others. This study concurs with the study of Kuria (2015) who argued that teaching depends on the availability of resources in schools and if they are inadequate it becomes an hindrance for teachers to perform their duties.

These findings are also in line with those of Makau (2003) who noted that inadequacy of resources in schools does not only affect student performance but also the performance of teachers to a large extent. Therefore there is need for schools to provide geography teachers with variety of relevant resources in various format that will enable their student to obtain knowledge as required because student have different levels of understanding. In present days teachers requires not only to rely on textbooks but need to consult internet media and new informatory literature to bring innovation in their teaching methodology in class.

In regard to the adequacy of teaching and learning resources the respondent were further asked to indicate whether they were able to complete syllabus within the stipulated time and effectively. Their responses were recorded in table 5

**Table 5 Responses of geography teachers on Coverage of syllabus**

Syllabus coverage	Frequency	%
1/2	10	32.3
>1/2	10	32.3
>3/4	11	35.4
Total	31	100.0

Majority of the respondents who were 64.6% of geography teachers reported that they did not cover the syllabus fully while 35.4% of the respondent covered over 3/4 of their work in their respective schools. This implies that there was a great challenge in ensuring that syllabus was covered because of what they claimed as wide content and inadequate time. This finding concurs

with those of Ngeno (2006) study who argued that lack of time was one of the impediment to successful implementation of curriculum. Teachers explained that more time is required to cover the syllabus as most of the topics are diverse and require ample time for illustration and explanation. This findings are also in line with those of Makau (2013) whose findings revealed that failure to cover geography syllabus was caused by too little time allocated to geography teachers and lack of interest on the side of student which affect the performance of geography teacher.

The researcher further asked geography teachers to indicate whether they had any modern Audio visual aids to enable them intergrate geography syllabus to modern demands. All the geography teachers responded that they didn't have any modern audio visual aids for integrating knowledge to modern demands. Lack of modern audio visual aids as well as inadequate resources in our schools in terms of time, textbooks, revision books hinders the performance of geography teachers in secondary schools since their day to day activities schedule is affected. These findings concurs with those of Akram (2014) who emphasized that performance of teachers is a function of how factors like teaching and learning resources interact with the environment. If the interaction is not good performance deteriorate.

In regard to the resources available in schools teachers were further asked to rate the performance of geography in their schools in the last three years. Kuria (2015) revealed that resources play a vital role in explaining the wide variation in academic performance among student in different secondary schools. The responses of our findings are presented in table 6

**Table 6 Responses of teachers on Performance of the student**

Performance	F	%
Average	11	35.5
Poor	20	64.5
Total	31	100.0

Findings from table 6 reveals that majority of geography teachers rated the performance of geography as poor while 35.5% of geography teachers rated the performance of student as average. These findings are in line with those of Pajares (2002) who revealed that lack of school facilities and resources could be a major contribution of poor performance in most of the secondary schools. Therefore geography teachers need to be equipped with relevant resources and facilities to enable them perform their duties well and improve the academic performance of their student.

Geography teachers were further asked to indicate the challenges they encounter as they implement geography curriculum and their response are represented in table 7

**Table 7 Teachers responses on Challenges they face**

Challenges	Frequency	%
Lack of Student guidance	6	19.4
Poor resources	11	35.5
Student guidance & poor resources	14	45.5
Total	31	100.0

From the findings on table 7, it is evidenced that most of the geography teachers (45.5%) identified lack of guidance for student and poor resources as the major challenges hindering them from implementing the geography curriculum effectively. In terms of student guidance the major issue included, loss of interest to the subject, lack of proper career guidance to help them choose subject. For poor resources the major issues included lack of ICT incorporation during teaching, outdated materials, few materials for teaching and lack of time for field trips. These findings concur with Akram (2014) who claims that factors like attitude, teaching methodology, classroom environment, effectiveness in presenting subject matter, teaching techniques are some of the factors affecting the performance of teachers. Therefore the negativity in student toward the subject as well as inadequacy of resources make the teaching of geography ineffective.

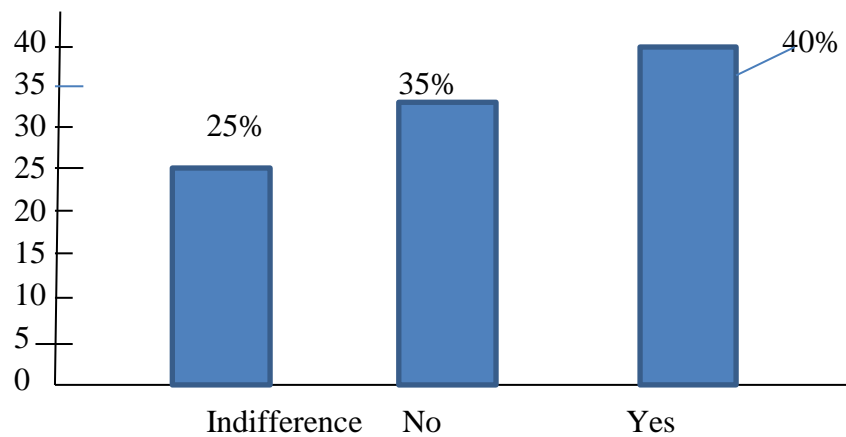
#### **4.5 Administrative support on teacher performance**

The second objective of the study was to determine ways support from administrators affect the performance of geography teachers in Imenti South sub county. The Headteachers were asked to indicate whether they allowed their geography teachers to attend to in-service programmes to enhance their performance.

All the headteachers confirmed that they allowed geography teachers in their respective schools to attend in-service training to improve their performance. This shows a good effort on the headteachers side to improve the output of the geography teachers. But when the geography teachers were asked to indicate if they were allowed to attend in-service programmes 40% said yes



,35% said no while the rest who constitute of 25% said that they were not aware of these programmes as the headteachers did not inform them. These findings are in contrast with those of the headteachers who claimed that they all allowed their teachers attend in –service training. The findings are in line with those of Republic of Kenya (2013) who in their report noted that lack of adequate opportunities for in-service has denied many practicing teachers a chance to enhance their skill. For teachers to improve their command in class, attendance of in-service refresher courses is required. These responses are indicated in figure 4.2



**Figure 4.2 Teachers responses on whether they were permitted to attend in service training**

From the finding it is evidenced that not all the headteacher supported geography teachers in improving their performance. The headteachers of school are the main leaders who not only handles the school operation but also

responsible for the growth of teachers' career as well. According to the studies done, a successful principal is the leader of school and impact a lot on how teachers perform in their teaching because he/she influences the behavior of teacher toward teaching (Minarik, Thornton, & Perreault, 2003) therefore headteachers need not only support geography teachers to attend in service training but also encourage them.

Headteachers were further asked to indicate who funds the in service programmes and their responses are presented in table 8

**Table 8 Headteachers responses regarding Funding of in service**

Financiers	Frequency	Percentage
The school	13	65.0
Publishers	1	5.0
Ministry & school	3	15.0
Publishers & school	3	15.0
Total	20	100.0

There was mixed views of who funded the in service programmes but majority of Headteachers that is 65% said that it was the school. This implies that geography teacher were supported by their administrators in terms of finances and time to enable them perform efficiently. Other stakeholders like the publishers and the Ministry of Education also contribute in making sure the geography teachers were updated with the current issues.

Geography teachers were asked to indicate the number of times in a year the administrators support them in terms of funds, availing school bus and emphasizing to the parent on the need for field trips in school. Their responses are recorded in table 9

**Table 9 Frequency of Administrators support toward fieldtrips**

Frequency	F	%
None	14	42.5
Once	17	54.5
Total	31	100.0

From the information in table 9, most of the geography teachers were provided for with the resources for fieldtrip once in a year but 45.5% of the teachers were not provided with the resources. This implies that geography teachers in some schools are lacking the required support from the administrators to enhance their performance in schools. These findings concur with those of Gitonga (2014) who observed that geography teachers are subject to many denials including denial for trips. Borman & Dowling (2008) in their finding revealed that administrative support is the schools' effectiveness in assisting or supporting teachers regarding student, discipline, curriculum, instructional methods and adjustment to school environment. Therefore headteachers need to support their geography teachers through sensitizing the parent on the need for the practical part of geography to allow the teachers perform their duties at ease.

Headteachers were further asked to indicate how they motivate their geography teachers in order for them to perform their duties effectively. Their responses are indicated in table 10

**Table 10 Headteachers response on ways of motivating geography teachers**

Ways of motivating teachers	F	%
Taking teachers for training	9	45
Giving them incentives	4	20
Written and oral praise	3	15
Taking teachers for trips	4	20
Total	20	100.0

From the findings it is evident that most of the headteachers 45% take their geography teachers for in-service training as a way of motivating and developing them, 20% revealed that they give geography teachers incentives in form of money while 15% of the headteachers revealed that they give written or oral praise and finally 20% said they take geography teachers for trips as a form of motivating them. This implies that headteacher use varied ways of motivating their teachers depending on the capability of the administration. But with the low academic performance evidenced in Imenti South Sub County teachers felt that moral support through headteacher communicating, counselling student and teachers was more required than other method that the headteachers used.

#### 4.6 In service programmes

One of the objectives of this study was to determine how in service programmes influences teacher performance in the implementation of geography curriculum. The quality and frequency of these in service programmes dictate the quality of teachers we have in our school system. Maoga (2007) noted that regular in servicing of teachers is required to ensure quality teaching of geography. Lack of adequate teaching materials and resources due to sudden and rapid expansion of Kenya's Education system to cope with population growth, inadequate time to cover geography syllabus extensively and lack of funds to carry out activities such as fieldwork and research are some of the challenges that can be adequately be met if in service training become a practice , therefore the researcher sought to determine how in-service programmes influenced teachers performance

The geography teachers were asked to indicate the number of times they had attended the training in the last five years and their responses are recorded in table 11

**Table 11 Frequency of In service programmes attendance**

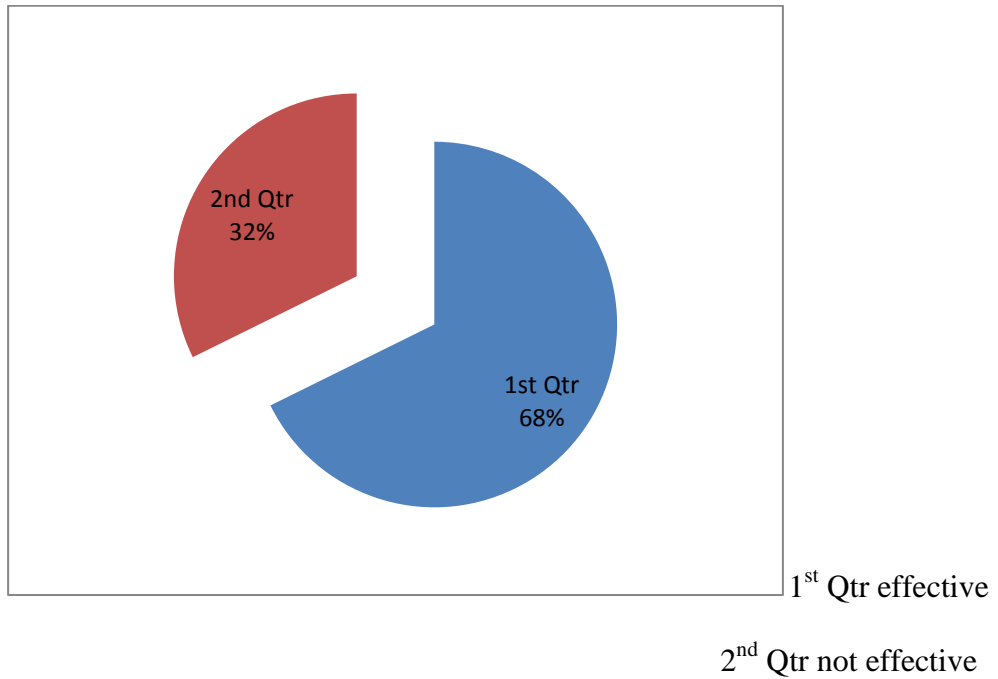
Number of times	Frequency	Percentages
Over 5	3	9.7
3-4	20	64.5
2	3	9.7
1	5	16.1

Majority of geography teachers (65.5%) had attended the in service training at least 3-4 times in the last five years. This implies that teachers were well updated with better ways of undertaking their subjects. But more attendance is required to enable them undertake the same at least once in a year.

These findings concurs with Peraton et al,(2002) who revealed that in service training is beneficial to the teachers as it improves the teacher general Education background knowledge and understanding of their teaching subject, developing teaching strategies and how to use new technologies, improved professionalism and ethics, providing knowledge and skills linked to the ever changing needs of the dynamic society. Teachers were further asked to identify the methods advocated during the in service as well as indicate if the methods were effective in there teaching.

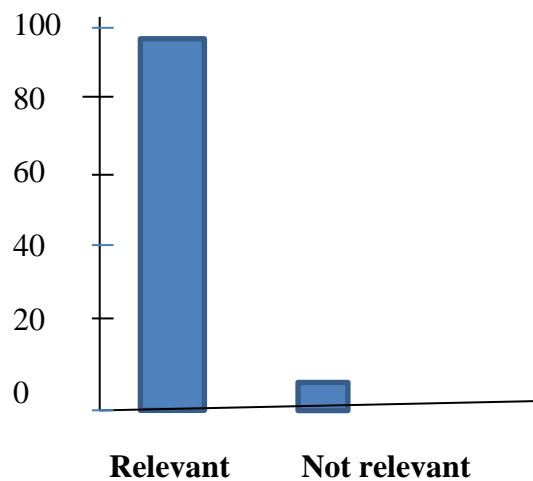
From the findings it was revealed 48.4% of the respondent said that discussion and illustration using projectors and videos were advocated while 32.3% indicated illustration and question and answer method. This implies that illustration using projectors and video to make geography more interesting and easy to teach were key. When further asked to indicate whether the methods were effective in their teaching, Majority of geography teachers agreed that the methods taught were able to maintain student attention, interest and enabled the teachers to vary their teaching style where resources were available, but 32.3% of the teachers disagreed with the idea that the methods were effective. The responses are indicated in figure 4.3

**Figure 4.3 Responses of teachers on the effectiveness of methods used**



The headteachers were further asked to give their opinion about the impact of in-service training to geography teachers in their schools. The relevance and quality of in-service programmes is very vital as it indicates the importance of the need for its provision. The responses are indicated in figure 4.4

**Figure 4.4 Responses of headteachers on Impact of in-service**



From the findings it was evidenced that majority of the headteachers (95%) believed that the in-service programmes had an impact on geography teachers as they are able to handle their work, student at ease and effectively. But a small portion of the headteachers did not believe that in-service had any impact on geography teachers. This implies that most of the headteachers champion for the training of their teachers. These findings are in line with Maoga (2007) who revealed that regular in-servicing of geography teachers leads to quality teaching staff in our schools.

Geography teachers were further asked to indicate whether the teaching done during in-service forums were useful to them as well as enabled them carry out their day to day activities effectively. Adeyemeni (2010) assert that the duties a teacher performs in school at a particular time are affected by the effectiveness of that teacher in presenting the subject matter. Therefore the researcher sought to know if the teaching taught enabled the geography teachers to be effective in the classroom. Their responses are presented in table 12

**Table 12 Teachers' responses on the Usefulness of the in-service**

Responses	F	%
Useful	19	61.3
Not useful	12	38.7
Total	31	100.0



From the findings, it was revealed that majority of the teachers said that teaching at the in-service training was useful while 38.7% of the teacher found the teaching at the in-service not useful in respect to carrying out their day to day activities. These findings are in line with those of Maoga (2007) who revealed that regular in-service of teachers ensures quality teaching in our schools. Teachers are able to deliver in class effectively and use the appropriate strategies for teaching.

Teachers were further asked to recommend what should be done to enhance appropriate Use of those methods. Their responses were indicated in table 13

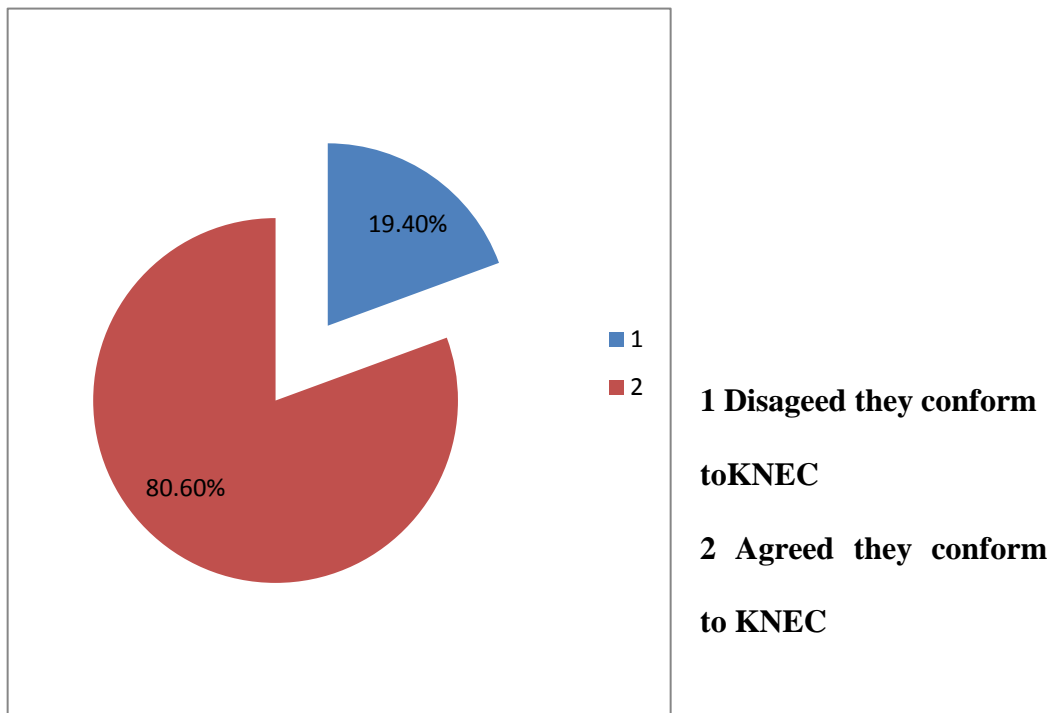
**Table 13 Recommendations on ways to enhance use of advocated methods**

Recommendations	Frequencies	%
Audio visual aids be provided	25	80.6
Create geography resource center	6	19.4
Total	31	100.0

Findings from table 13 majority of the geography teachers recommended that audio visual aids need to be increased in our schools This implies that there is need to vary methods of teaching by embracing the use of modern techniques like use of I C T. These findings concurs with Matara (2014) who revealed that learning and teaching is not only confined to textbooks but also other materials like the reference books, workbooks, worksheet, Audio visual teaching aids, web based learning materials, computer softwares packages, structured courseware delivered by electronics learning management system, internet and media as well as libraries and resources in the natural environment.

Geography teachers were further asked to indicate whether they were taught evaluation techniques during the in service that conforms with the Kenya National Examination Council (KNEC). Their responses are indicated in figure 4.5

**figure 4.5 Teachers' responses regarding conformity of evaluation techniques taught**



From the findings majority of geography teachers said that the approaches taught conformed to the Kenya National Examination Council techniques while 19.4% disagreed with those views. This implies that in service programmes provide teachers with up to date knowledge and skills on how to handle and set examination as well as prepare the student for the same. These findings are in contrast with McKenzie and Santiago (2004) who revealed that in service training were not relevant to the school needs.

#### 4.7 Teachers' Attitude

The researcher sought to know teachers attitude towards the teaching of geography and the level of their morale. The result obtained are shown on table 14

**Table 14 Teachers' attitude toward teaching geography**

Statement	Often	Mostly	Always
I consider teaching as an opportunity for service	51.6	16.1	12.9
I enjoy teaching geography	67.7	19.4	19.4
I integrate subject matter with daily examples	64.5	25.8	9.7
I treat all student fairly and honestly	32.3	48.4	19.4

Findings on table 14 indicate that more than half of the teachers who responded often consider teaching as an opportunity of service for student of geography while 16.1% mostly consider teaching of geography as an opportunity of service for student. This implies that most of the geography teachers do not always take teaching of geography as an opportunity of service for student. They do not devote themselves fully maybe due the wide content, lack of interest of student as well as inadequate time. Most teachers also don't enjoy teaching geography as 67.7% said they often enjoy teaching while 19.4% said they mostly enjoy teaching geography. Only a small portion of the teachers always find teaching of geography enjoyable.

Many said that some topics in geography especially physical had complex topics that requires a lot of illustration and require more than use of

photographs but use 3 dimension diagrams which are not available in most of the schools. These findings concurs with Munyari (2014) who noted that the negative attitude toward geography may originate from the fact that its scope is wide with diverse topics and with limited time in terms of lessons allocated for geography each week i. e three lessons per week in form one and two. This may limit them from varying their teaching methods to meet the different needs of the student as indicated by only 19.4% of the teachers able to vary their teaching techniques while majority were not able always to vary. It is important then for teachers to have positive attitude toward the teaching of geography as this is usually narrowed down to the learners as learning outcome is affected if learners draw from their teachers' disposition to form their own attitude as noted by Olatude (2009)

Geography teachers were further asked to indicate whether they used different techniques while teaching geography in school and their responses are presented in table 15

**Table 15 Responses of teachers on frequency of varied techniques used**

Variation frequency	F	%
Sometimes	6	19.4
Often	10	32.3
Mostly	9	29.0
Always	6	19.4
Total	31	100.0

The findings revealed that 32.3% of geography teachers use different techniques to teach geography often, 29.0% of the teachers use different techniques to teach geography most of the time, 19.4% of the teachers use different techniques to teach geography all the time while another 19.4% of the teachers use different techniques to teach geography sometimes. This implies that only a small percentage (19.4) of geography teachers varies their method of teaching. The negative attitude of geography teachers toward the subject could be the major factor that limits them from performing their duties as required like the variation of teaching methods. These findings are in line with those of Makena (2011) who noted that teachers' attitude toward teaching would affect their teaching style in such a way that it brings out a difference in student outcome. Therefore, there is a need for teachers to have a positive attitude toward the subject they teach in order for them to carry their duties assigned well.

Headteachers were asked to indicate the methods of teaching that geography teachers used while implementing geography curriculum and their responses are presented in table 16

**Table 16 Teaching methods employed in teaching geography as rated by headteachers**

Methods	quite often	often	less often	never
Lecture	9(45%)	4(20%)	3(15%)	4(20%)
Discussion	1 (5%)	2(10%)	2(10%)	15(75%)
Illustration	2(10%)	3(15%)	5(25%)	10(50%)
Question and answer	1(5%)	3(15%)	4(20%)	12(60%)

According to the study findings, most teachers employ lecture method in teaching geography class (45%) quite often and 20% often. The least used method are discussion and question and answer method. Lack of adequate resources and time may be the reason attributing geography teachers to use these methods. Callahan and Clark (1990) in his research found that lecture methods keep many learners in a passive mode, have limited learning and not effective for complex or skill learning.

However in modern teaching more emphasis is laid on the use of scientific approaches to teaching so as to give geography a scientific look. In essence, teachers should not let their student retell the subject matter of the day lesson but rather discuss content with them and examine to what extent the student have grasped the content covered that is the use of heuristic approach in teaching of geography. Heuristic approach is where the student are actively involved in the learning process and the teacher act as a facilitator. Therefore

the teachers need to change their attitude toward the subject in order for them to approach teaching with the right methods advocated for.

#### **4.8 Summary of the findings**

From the findings of this study, it is clear that geography teachers faces many hurdles as they implement the curriculum which subsequently affect their performance. Among the hurdles faced include lack of fieldtrips, inadequate resources and loss of interest on the side of learners among others. Most of the teachers are of the view that modern audio visual materials be provided to enable them make their teaching more easier, enjoyable and interesting to the learners. Teachers also have a negative attitude toward the subject which subsequently affect their delivery of geography curriculum and this need to be addressed. In-service of teachers is vital as it enriches and empower geography teachers hence improving their performance.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter addresses the summary of the findings, conclusions and the recommendations and suggestions for further research. This is done in line with the objective of the study.

#### **5.2 Summary of the study**

The purpose of this study was to establish the factors affecting the performance of Geography teachers as they implement the curriculum in Imenti South sub County, Meru County. To achieve this, the researcher sort to determine the availability and use of learning and teaching resources, attitude of teachers toward teaching of geography In service programmes availed to teachers as well as administrative support as the key objective to answer the research topic. The study adopted a descriptive survey design to target the a sample size of 20 headteachers and 31 geography teachers who were sort using Stratified random sampling for the study in Imenti South Sub County. The main instrument of data collection for this study were questionnaire and interview Schedule.

Data was analyzed by use of qualitative and quantitative techniques Findings revealed that teachers were well distributed across the sub county and each school had either one or two teachers undertaking the geography subject The study showed that majority of geography teachers 90.3% agreed that more resources are required in school to help them in implementing the curriculum and which was one of the factors affecting their performance. The study also



indicated that all the schools 100% lacked modern audio visual aids that would help the make teaching of geography simpler and interesting to the learners therefore there was a strong link between the availability and use of resources and the performance of geography teachers as they implement the Curriculum. With the limited resources and time ,interaction between the student and the teacher in class is limited.This may also limit some of the teachers from covering the syllabus in good time as well as monitor the progress of the student.The failure of geography teacher to do all those activities mean he or she has not performed his work as required.therefore resources influences the performance of the teachers in school and need to be provided.

On the side of teachers attitude toward the implementation of geography the study revealed that the teachers have a negative attitude toward the teaching of which subsequently affect their performance with most of them(80.6%) agreeing that geographyhas wide scope and complex topics which will require use of ICT to make it simpler.failure of geography teacher to vary their teaching methods in class while teaching also reveal the negative attitude in them toward teaching hence influencing their performance.

From the findings,it was evident that only 9.7% of the teachers had attended in service training atleast one in a year in the last five years.This is a major drawback despite the willingness of both the teachers and headteacher to support them.It was noted that the In service enhances the teachers to be equipped with the up to date knowledge and skills to handle their subject effectively(67.7%).Therefore majority of the teachers reported that in-service training influences their performance.The study also revealed that much of the

funding of the in service courses is being shouldered by the schools with the Ministry of Education and publishers being the major organizers of these in service courses. Teachers view that these in services are educative as well as informative.

The findings further shows that majority of the headteachers did not allow geography teachers time and provide resources required for conducting fieldtrips. Fieldtrips are vital to student and also teachers for the interaction with the environment increases their level of understanding geography concept .This is a challenge to geography teachers which is affecting their performance in schools as they are not able to expose their student to the practical bit of geography syllabus which is also vital .The study also revealed that geography teachers use illustration and question and answer methods which are learner centred. The insufficient resources , lack of ICT three dimension aid in schools pose a challenges to these teachers from performing their day to day activities effectively. Most of the teacher reported that they use diagrams and lecture method due to lack of the needed resources. When teachers are faced with new challenges of classroom they often abandon the new practices even though they were taught during the in-service training and revert to old teaching methods.

### **5.3 Conclusions of the study**

Based on the objectives and findings of the study the following conclusion which have been discussed in order of statement of the objectives have been made. The findings have shown that many schools in Imenti South Sub County do not have enough resources. The inadequacy of teaching and learning resources like geography textbooks, cartographic equipment, Audio visual aids, computer software packages, library, geography room/laboratory, web-based learning materials are major contributors of poor performance of geography teachers in Imenti south sub county. Many schools also do not take geography fieldwork as part of syllabus coverage, therefore geography teachers are not able to expose their student to the practical part of geography subject. Time also being another resource is not adequate for teachers to cover the syllabus in good time so that they can have extra time to do revision. All these challenges constrain the geography teachers from performing their day to day activities leading to poor academic performance of the student.

The findings also showed that most of the teachers have a negative attitude toward the teaching of geography. Many claimed that the wide scope of geography syllabus, inadequacy of teaching and learning resources, lack of interest of the side of student together with poor academic performance of geography student has contributed to the failure of teachers from performing well. Administrators need to motivate geography teachers even when there is slight improvement in student academic performance to enable them feel appreciated and being part of the teaching in schools. The study has also shown that in-service programmes are provided to teachers in Imenti south sub

county. Better trained teachers stand a better chance of varying teaching strategies, knowledgeable, able to retain student attention and interest in class as well as performing their duties at ease without any strain. More forums need to be provided to teachers.

#### **5.4 Recommendations**

Based on the findings of this study, the researcher made the following recommendation;

- i. Educators and facilitators of in-service courses and training should provide an open forum after the course to get feedback from geography teachers about the frequency and way forward on what they were taught
- ii. Headteachers of secondary schools in Imenti South Sub-County should embrace fieldtrips as part and parcel of learning by creating mechanisms in school that will enable geography teachers to organize for such trips without any hindrances
- iii. The Ministry of Education and the School Administration should increase the fundings for buying resources like textbooks, globes, geography resource centers, audio-visual materials, fieldwork resources, libraries among other things the teachers would require to improve their performance. There is also a need for principals and geography teachers to sensitize parents and the community at large on the need for provision of adequate learning resources like funding for field trips, buying of personal revision books for students in secondary schools. Funds released from the government to public

schools should be put in buying teaching and learning resources in schools.

- iv. The Ministry of Education (MOE) should increase the number of lessons scheduled for geography in order to enable teachers to complete syllabus as well as vary their teaching techniques
- v. The ministry of Education should revise the syllabus to address the issue of wide scope in geography and complex topics in physical geography and make it more simpler to encourage student enroll in geography
- vi. The Ministry of Education in consultation with the school administration should acquire modern teaching resources for geography

### **5.5 Suggestions for further Research**

In the view of the delimitation of the study, the researcher suggest further research in the following areas;

- i. Since the study was carried out in Nkuene Division, Imenti South Sub Couty which might have unique characteristic, a simiral research should be carried out in other public schools in the county
- ii. The study targeted public secondary schools leaving out private schools which also does geography and taught by teacher whose performance may be subjected to such factors therefore the need to incorporate them.

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## **APPENDICES**

### Appendix I

#### **LETTER OF INTRODUCTION TO RESPONDENTS**

University of Nairobi

College of Education & External Studies

P.O Box 30197,

Nairobi

August 2016

Dear respondent,

Re: REQUEST FOR RESEARCH DATA COLLECTION

I am a post graduate student at the University of Nairobi, pursuing Masters of Education in curriculum studies. I am conducting research on “FACTORS INFLUENCING TEACHER PERFORMANCE IN THE IMPLEMENTATION OF GEOGRAPHY CURRICULLUM IN PUBLIC SECONDARY SCHOOL IN IMENTI SOUTH SUB COUNTY, MERU COUNTY. I request you to assist me by filling the attached questionnaire as honestly as possible. All responses will be used for research purposes only and identity will be treated with strict confidentiality.

Yours faithfully,

Miriam Gakii

**APPENDIX II: PERMISSION LETTER**

Miriam G Gikunda  
Kithangari secondary school  
p.o Box 51,Meru

To:  
The principal.....  
School.....

**RE:RESEARCH PERMISSION**

I am a postgraduate student at the University of Nairobi.Iam undertaking educational research aimed at assessing the factors influencing the performance of geography teachers in Imenti south sub county.I am supposed to carry out a research project for te award of the degree.I therefore seek your permission to carry out the research in your school.Thanks in advance

Yours faithfully,  
Miriam G Gikunda

### **APPENDIX III: TEACHERS' QUESTIONNAIRE**

The question is for the purposes of carrying out research kindly complete this questionnaire indicating your honest response by putting a tick (✓) against your answer and fill in the blank spaces. The spaces will be treated with confidentiality.

#### **SECTION A- Background information**

1. Please indicate your gender Male( ) Female ( )
2. Indicate school type
  - a) Mixed (i) Boarding ( ) (ii) Day( )
  - b) Girls (i) Boarding ( ) (ii) Day ( )
  - c) Boys (i ) Boarding ( ) (ii) Day ( )
3. Indicate your age bracket
  - a) 20-30 years ( )
  - b) 31-40 years ( )
  - c) Above 40 years ( )
4. How long have you taught geography in secondary school
  - a) 20 years
  - b) 10 years
  - c) 5 years and below

**SECTION B –IN SERVICE TRAINING**

1. a) Have you ever attended any in service training on how to improve the performance of geography ?

---

b) If yes, how many times in the last five years

- One ( )                                  three ( )                  more than four ( )  
 Two ( )                                  four ( )

---

2. a) What teaching methodologies were advocated in teaching of geography during the in service?

---

b) Were you trained on how to teach geography during the in-service programmes

Yes

No

If yes how does this affect your teaching?

c) Do you think the in-service are helpful and affect your performance as you implement geography curriculum?

Yes ( )

No ( )

Explain your answer above

3 Do you have enough resources in our schools to enhance the use of those methods advocated for? If not advice on what should be done

---

---

---

4 Were the teaching useful in carrying out your day to day activities?

If not recommend what should be done?

---

5 Who organized for the in service training?

i) School Administration ( ) ii) Ministry of Education ( )

iii) Publishers

6 Are the teaching done during the in service training relevant and helpful to teachers as they implement geography curriculum?

Yes ( )

No ( )

If not recommend on what should be done

---

---

7 Do they train teachers on evaluation techniques and approaches that conform with the Kenya Secondary School Examination?

Yes ( )

No ( )

8 Were the methods taught enables the teacher to change class procedure in order to maintain student attention, interest and attempt to reach student varying learning style?

Yes ( )

No ( )

If not advice on what should be done

---

---

---

---

**SECTION C – ATTITUDE**

Please indicate how far you agree or disagree with the statement below by ticking (√ ) against the given code in the table below, where N stand for never, S for sometimes , O for often, M for Mostly and A for always

Statement	N	S	O	M	A
1 I consider teaching as an opportunity of Service for student					
2 I treat all students fairly and honestly					
3 I provide guidance in my spare time to student In their academic and non-academics affair					
4 I make easy my teaching by integrating my subject Matter with daily examples					
5 I use different technique to teach					
6 I enjoy teaching geography					
7 I have never liked geography as a subject					
8 Geography is boring and abstract subject					

**Section D – Availability of resources**

i What resources for example textbooks, maps do you have in your school and what should be provided to help you improve your performance in geography?

---

---

---

ii How can you rate the performance of geography in this school for the last three years

( ) Good ( ) Average

( ) poor

iii To what extent would you say that geography syllabus is covered effectively and on time?

40% ( ) 50% ( )

60% ( ) Above 70% ( )

Iv What is your view concerning adequacy of resources like textbooks, teaching aids used in teaching geography and how do this affect your performance.

---

---

---



v. What modern audio-visual aids do you use to integrate knowledge to modern demands?

---

---

vi How often do the school administrators provide the necessary support for fieldwork lessons in your school like funds, time school bus among others in a year?

None ( )

Twice ( )

Thrice ( )

vii Do you utilize the available resources effectively in the implementation of geography curriculum? Yes ( ) No ( )

---

If yes , what challenges do you encounter as you implement geography curriculum?

**APPENDIX IV**

**INTERVIEW SCHEDULE FOR HEADTEACHERS**

The information given will be treated with confidentiality

1a) what is the gender of the respondent?

b how long have you been a headteachecher?

Below 5 years ( )

6-10 years ( )

11-15 years ( )

Above 15 years ( )

c Are you a geography teacher?

Yes ( ) No ( )

2 a) How many geography do you have in your school?

---

b Do you think the number is adequate for implementing geography curriculum?

---

3a) Have the teachers attended any in service training on how to improve their performance in the implementation of geography curriculum?

---

b What is the frequency of in service program?indicate the number of times in a year

---

c Who funds the in service training?

---

d In your opinion, Do you think these in service have an impact on teachers in their implementation of geography curriculum?

---

4 Does your school have enough teaching and learning resources for teaching geography? If not what should be done

5 Do you motivate the geography teachers when they implement the curriculum as required?

If yes, in which ways?

---

6 a) which teaching methods do your geography teachers use while implementing geography curriculum in your school?

Lecture method

Discussion

Illustration

Question and answer

b Which methods in your opinion promote student performance as well as enable teachers interact with student well?

c In your opinion is there any relationship between availability of resources and the performance of geography teachers?

7 Is there any relationship between administrative support and the performance of geography teachers?

8 Are there challenges these geography teachers face as they implement geography curriculum?

---

9 What remedial action would you recommend to deal with these challenges?

---

---

---

- a initiate internal training
- b organize exchange programmes
- c request training by ministry of Education
- d request training by publishers

## APPENDIX V-AUTHORIZATION LETTER



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

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

Ref. No.

Date:

NACOSTI/P/16/34391/13228

26<sup>th</sup> August, 2016

Miriam Gakii Gikunda  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Factors influencing teacher performance in the implementation of geography curriculum in public secondary schools in Imenti South Sub County, Meru County Kenya,*” I am pleased to inform you that you have been authorized to undertake research in Meru County for the period ending 26<sup>th</sup> August, 2017.

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

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

BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner  
Meru County.

The County Director of Education  
Meru County.

## APPENDIX VI: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**



**MS. MIRIAM GAKII GIKUNDA**  
**of UNIVERSITY OF NAIROBI, 60362-200**  
**NAIROBI, has been permitted to conduct**  
**research in Meru County**

**Permit No : NACOSTI/P/16/34391/13228**  
**Date Of Issue : 26th August, 2016**  
**Fee Received :Ksh 1000**

**on the topic: FACTORS INFLUENCING**  
**TEACHER PERFORMANCE IN THE**  
**IMPLEMENTATION OF GEOGRAPHY**  
**CURRICULUM IN PUBLIC SECONDARY**  
**SCHOOLS IN IMENTI SOUTH**  
**SUBCOUNTY, MERU COUNTY KENYA**



**for the period ending:**  
**26th August, 2017**

.....  
**Applicant's**  
**Signature**

  
  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

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

  
**REPUBLIC OF KENYA**  
  
**National Commission for Science,**  
**Technology and Innovation**  
**RESEACH CLEARANCE**  
**PERMIT**  
**Serial No.A11770**  
**CONDITIONS: see back page**