

**INVESTIGATION ON FACTORS CONTRIBUTING TO POOR
PERFORMANCE OF GEOGRAPHY IN SECONDARY
SCHOOLS IN NDITHINI DIVISION, MASINGA DISTRICT,
MACHAKOS COUNTY.**

BY

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ABSTRACT

This research aims at investigating challenges encountered in the teaching and learning of Geography in secondary schools within Ndithini division, Masinga district, Machakos County. Geography is one of the subjects taught in our learning institutions today. More often than not, people argue that geography is an easy subject to teach for it involves naming places, geographical features etc. in essence, geography apart from being labeled as a social science subject, recent studies have shown that geography is more of a natural science than a social discipline. It leans heavily towards scientific inquiry than understanding the pattern of things and relationships among or between different phenomena. Examination results both National and teacher- made tests seemed to be deteriorating for the last seven years. It is this observation that led the researcher to find the causes and finally come up with possible solutions. Qualitative and quantitative techniques were used, in research design, survey method was more applicable, and population consisted of learners who take geography in form three and four. Students in form one and two were also used. Sample to be used was 10% of the population (schools), sampling procedure used was simple random sampling and the instrument was questionnaire. The sample involved six teachers from the six secondary schools.

The findings made it clear that there existed challenges in the teaching and learning of geography in schools within Ndithini Division. It was found, that schools had almost enough learning resources and challenges also existed. Various conclusions were drawn:- syllabus coverage improved, teaching methods and motivations were derived and Various recommendations were made:- implementation of individualized Educational programme and how best to motivate teachers and students of geography were arrived at. The researcher also found it good for the ministry to employ more qualified teachers as most schools relied on B.O.G teachers who are not trained teachers.