

**FACTORS AFFECTING IMPLEMENTATION OF GEOGRAPHY
CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN
EMBAKASI CENTRAL SUB-COUNTY,
NAIROBI COUNTY,
KENYA.**

BY

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ABSTRACT

The purpose of this study was to establish the factors affecting geography curriculum in public secondary schools in Embakasi Central in Nairobi County. The study was guided by the following objectives: to find out the factors affecting geography curriculum in public secondary schools, secondly, to find out the extent of Geography teachers involvement in the curriculum development process in public secondary schools in Embakasi Central, to identify the availability and use of teaching and learning resources and the teaching methods used by Geography teachers, to determine the level of the support of the school administration and QASOs in enhancing Geography curriculum implementation process through supervision, and professional development and to establish the challenges facing Geography teachers in the process of implementing curriculum. Descriptive design was used for the study. The study was carried out in Embakasi Central sub-county, Nairobi County in Kenya. The target population for the study was 42 qualified secondary school teachers from 4 public schools within Embakasi Central in Nairobi County and employed by the T.S.C. A total of 4 schools were randomly sampled for the study. Systematic sampling procedure was used to sample schools for the actual study. Purposive sampling technique was used to sample the respondents for the study. The technique was chosen because only a specific group of people were sampled for the study. The researcher sampled averagely 2 Geography teachers from each of the schools studied and the school principal. Questionnaires and interview schedules were used as instruments for data collection. Questionnaires were used to get data from teachers while interview schedules was used to collect data from the school principals. Descriptive statistics such as frequencies, percentages, means and standard deviations was used to describe the data; this was done using the Statistical Package for Social Sciences (SPSS). The analyzed data was presented in form of frequency tables, bar graphs and pie charts. The study found out from data collected and analyzed that the major challenges facing teachers in the implementation of Geography curriculum in secondary schools included: incomplete syllabus coverage, inadequacy of teaching and learning resources, disconnect between how marking is done in KCSE and what is covered in class and in text books, perception that the subject is too hard thus only a few students choose it, inadequate funds for field work, poor performance in National examinations and inadequate time allocation for Geography as a subject. The recommendations which were drawn by the researcher to help remedy problem: regular supervision and inspection to ensure that teachers prepare professional documents, use teaching aids and the right methodology in teaching, teachers should be involved in the development of the curriculum, schools should provide adequate resources for effective implementation of the curriculum and QASOs should ensure frequent visits for consistent assessment of schools and schools B.O.M to ensure that employ trained teachers who meet the set standards.