

**ASSESSMENT OF FACTORS CONTRIBUTING TO POOR PERFORMANCE IN
GEOGRAPHY: CASE OF PUBLIC SECONDARY SCHOOLS IN KAMENU
WARD, KIAMBU COUNTY, KENYA.**

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UNIVERSITY.**

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DECLARATION

STUDENT

This research project is my original work and has never been presented for a degree in any other University.

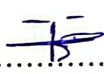
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This Research Project has been submitted for review with my approval as university supervisor.

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DEDICATION

Before all, I dedicate this project to the Almighty God, of which without whom this system would have been impossible to undertake.

Also, I dedicate this research system to my Parents and Family at large with a lot of love, they really supported me during this period. Most importantly, I am also grateful to my supervisor Mr Jackton Migido for the timely corrections and ideas till this end

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I thank the Almighty God for granting me good health throughout my study. I would also like to appreciate my parents and my supervisor Jackton Migido for his support.

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ABBREVIATIONS AND ACRONYMS.

K.C.S.E –Kenya Certificate of Secondary Education

MOE-Ministry of education

STD- Self -determination theory

EST- Effective School Theory

OPERATIONAL DEFINITIONS OF TERMS

Learning resources- These are materials that can be used by teachers as well as students to gain more knowledge on a particular topic.

Self-efficacy-Is the belief in one's ability to succeed in specific situations or accomplish a task.

Stakeholders-Are groups and individuals that have an interest in the actions and outcomes of an institution and upon whom the institution relies to achieve its own objectives.

Autonomy- is the sense of being control of one's own actions and goals.

Competence- is the sense of being able to master tasks and learn new skills.

Relatedness -the sense of being connected and valued by others.

ABSTRACT

Even though geography is a crucial subject for choosing a career, some high school students still struggled with it. The purpose of this study was to evaluate the variables influencing poor geography performance. The study was conducted in Kiambu County's Kamenu Ward. The following objectives served as the basis for the research: to determine how learning resources related to poor geography performance in public secondary schools, to find out how students' factors affected their poor performance in geography classes at public secondary schools, and to find out how attitude affected a student's poor performance in geography classes. The targeted population was at two public secondary schools in Kamenu Ward, with 50 form four geography students and 60 form three students in each school. The survey was guided by a descriptive research design, which used questionnaires and interviews. One principal, three geography teachers, the D/Os, and 68 students (45 form fours and 23 form threes in each school) made up the sample size of 112 respondents. Each respondent had a chance to be included in the study thanks to the simple random approach that was used. Pretesting took place in one school, and the study tools were a questionnaire and interview. The Statistical Package for Social Science (SPSS) computer application was used to analyze the data; as a result, the data was presented in table form and graphs.

CHAPTER ONE: INTRODUCTION

Introduction

This chapter comprises of background of the information, statement of the problem, purpose of the study, conceptual framework, Objectives of the study which entails the general objectives and specific objectives, research question, significance of the study, limitation of the study and the delimitation of the study.

1.1 Background of the study

Education generally is the process of facilitating learning or the acquisition of knowledge , skills ,values ,beliefs and habits.It can take place in formal or informal settings and can involve different methods such as instructions ,storytelling ,discussion and even research this is according to article of education (2021).It can be classified into different types according to various criteria such as levels that is primary, secondary and tertiary ,mode which entails formal, informal and non-formal. Through it various goals can be achieved and established. This goals are to develop human potentials by providing a stepping stone to the real world through offering different courses on life planning and personal development; this can help the learners prepare for future careers, manage their finances and even pursue their goals, foster critical thinking, cultivate moral values and also contribute to global citizenships

Geography is typically taught as an academic subject worldwide that provides students with a comprehensive understanding of the earth physical and human characteristics.it is often included in secondary school curricula with other subjects as well as higher education. It covers topics such as physical geography, human geography, geographical skills, environmental geography and regional studies. In terms of assessment, students are evaluated through examinations, projects and practical assignments. This could involve map interpretation, case studies and geographical concepts. Performance in geography is important not only for academic achievement but also for fostering a broader perspective on the world. Lambert (2015) in his article in UK ,he argued that geography is for everyone and that it serves vital education goals ,it fascinates and inspires and also it create skillful

and employable students. By this it shows that people in the world dwell on geography as a subject for their living especially when they understand its contents very well.

1.2 Statement of the research problem

A student's performance in an exam determines their grade, which could result in them being categorized as exceptional or mediocre performers. For example, in Kenya, people believe that a person's future is based on how well they do on exams. According to UNICEF Kenya, the Kenyan government has set aside a sizeable portion of its budget for education in order to carry out reforms like the Competency Based Curriculum and the 100% primary to secondary school transfer. Prior to the COVID-19 epidemic, 53% of students in the country were enrolled in secondary education, compared to 93% in basic education. Kenya has improved its secondary and primary outreach to underserved groups and distant places despite doing so the scores in certain subjects are not promising at all.

Some schools in Kamenu ward, Kiambu county, are reportedly performing below average even though they have the necessary infrastructure, according to a study from the ministry of education (2022). According to a Ministry of Education report, a large number of schools have been receiving mean grades in geography that range from D plain to C plain. This indicates that there is an unequal distribution of scores, with the majority of pupils potentially earning below the passing mark, which lowers the school's mean score. Some academics in Kenya view education as an essential instrument for development, while others feel that some communities in the country do not place enough emphasis on it. Even if technology is an essential tool, there are still issues that need to be resolved because some people cannot afford it or struggle to obtain the necessary resources. The government has attempted to improve the quality of education through a number of reforms.

1.3 Purpose of the study

The purpose of this research is to identify the elements that causes students' poor geography performance in public secondary schools in Kamenu Ward, Kiambu County.

1.4 Conceptual frame work.

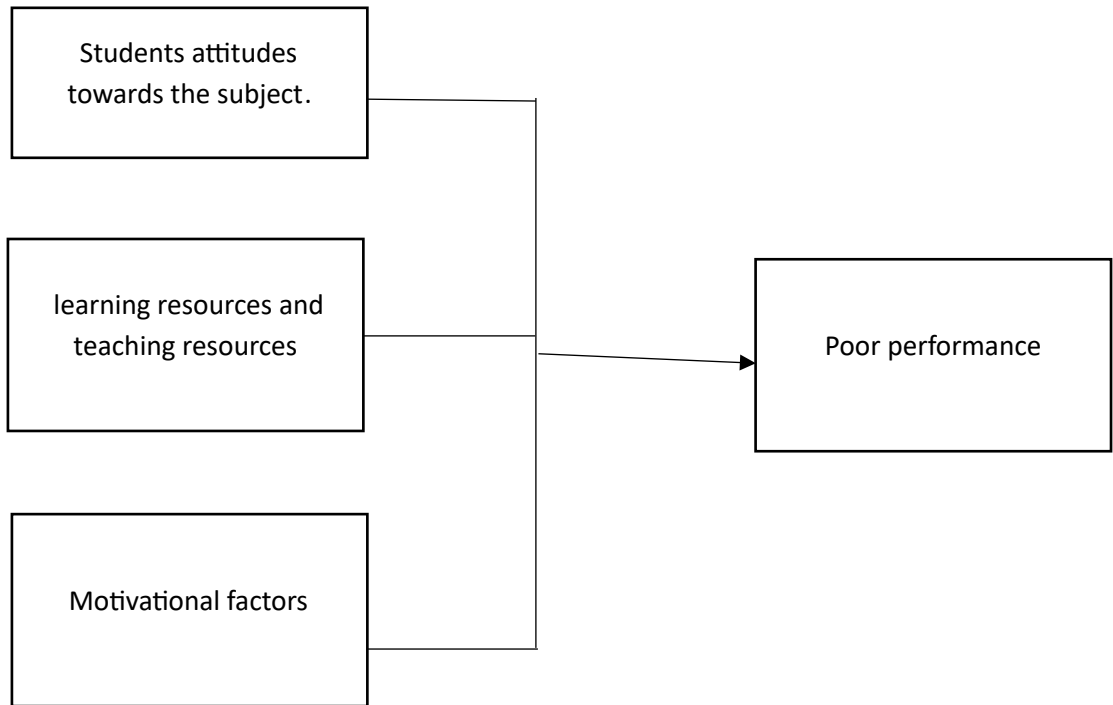


Figure 1

INDEPENDENT VARIABLES

DEPENDENT VARIABLES

There are five independent variables: demotivation, late syllabus covering, students' negative attitudes about the subject, and inadequate learning and teaching resources, which make up the third and fourth variables. As demonstrated above, the dependent variable was poor performance in *figure 1*

1.5 Objectives of the study

1.5.1 General objective

To find out factors contributing to poor performance of Geography, in Public secondary schools in Kamenu ward, Kiambu county

1.5.2 Specific objectives

1. To establish learning resources available in the school and they contribute to performance in Geography.
2. To evaluate motivational factors how they affect performance of geography.
3. To determine the effects of student's attitude towards the performance of geography in Public secondary schools.

1.6 Research question

1. How does availability of learning resources contribute to a student doing Geography at high school level?
2. In which ways does motivational factors affects a student doing Geography?
3. What are the effects of student's attitude towards the performance of Geography in Public secondary schools?

1.7 Significance of the study

The study intends to help the school principal, the board of management (BOM), and even the instructors identify some variables that contribute to poor performance in geography and make decisions on how to handle the subject well.

If the necessity arises, it will also be used as a resource for the following generation.

It will assist the Ministry of Education will be able to address the problems affecting geography in Kamenu Ward.

1.8 Limitations of the study

The responders, particularly teachers, might be occupied, possibly engaged in staff meetings or teaching at the moment.

The researcher may also encounter a time constraint; time management was a problem in most research, particularly field work, which led to inadequate data collection for many researchers.

Language barriers could also be an issue, preventing the researcher from gathering enough data in the process of the study.

1.9 Delimitation of the study

The study was done in Kamenu Ward Kiambu county ,the study's boundaries were set by focusing only on public secondary schools, leaving out private institutions because of their completely different facilities and organizational structures. Additionally , the research in Kamenu ward, Kiambu county, focused more on factors leading to underperformance in geography especially in public secondary schools than other disciplines.

CHAPTER TWO: LITERATURE REVIEW

Introduction

Literature review as a chapter, the researcher is going to deal with factors contributing to poor performance in geography as a subject especially in public secondary schools. Thus various literature by different people are to be discussed. The literature covered review on poor performance affects the student, how motivations leads to poor performance, effects of learning resources to poor performance and finally the attitude of the student towards the subject.

2.1 Review of literature related to Poor Performance

The performance of a student determines his future career in the field of work thus pushing people to put more efforts. Wafula(2019) states that good grades or results are perceived as a focus on the bright future, this shows that a performing student the probability of having a bright future is 75%.

The influence of self-esteem on students and well-being such as attitudes, may lead to passing or failing the exams .Njoroge et al (2019) pretested some schools in kenya and the results were, negative attitude may lead to dismal performance among the learners, since the student hates the subject thus he cannot do thorough reading to understand it even if the assignment is given he will not do it as required especially if is in the minerals and rock section

2.3 Students attitudes and performance in geography

Dweck (2006) emphasized that students with a fixed mindset tend to avoid challenges, give up easily and even feel threatened by the success of others.

These behaviors can hinder their learning and lower their grades. For instance, a study by Blackwell et al. (2007) found that students with a fixed mindset showed a decline in their geography achievement over two years of high school, while students with growth mindset which is a belief that intelligence and abilities can be developed through effort and learning ,showed an increase.

Thus students attitude plays a crucial role in Geography performance. Students who have a fixed mindset, procrastination and low self-efficacy are more likely to perform poorly in school than students who have a growth mindset , manage their time well or have high level of self-efficacy .Therefore, it is important for educators and parents to foster positive attitudes and behaviors among students to help them achieve their academic potential.

2.4 Inadequate learning resources in relations to performance

Students who lack access to high-quality and sufficient learning materials are at a disadvantage compared to those who do. Insufficient learning resources have a negative impact on academic performance in geography. Insufficient learning resources are present in many schools in Kamenu ward, Kiambu county, making it difficult to teach and learn geography effectively. For instance, a research by Munguti in 2016 discovered that no school has a geography resource room. Additionally, schools lacked internet access, geographic journals, and other learning aids like climate maps. These restrictions made it difficult for the teachers to show geographic ideas and abilities and to give the students a diversified and interesting learning environment.

More so,students' motivation ,interest and attitude towards the subject the subject can influence his performance . Inadequate learning resources can reduce the students' enthusiasm and curiosity for geography or even any given. Oyoo.(2011) said that students who lacked access to adequate learning resources had low interest and negative attitude towards geography . They also had low self-confidence and self-efficacy in their ability to perform well in geography these factors can lower their participation and achievement in the subject.

Thus inadequate learning resources have a detrimental effect on academic performance in geography .Students who lack adequate learning resources face challenges in receiving quality instructions and curriculum delivery ,developing positive motivation ,interest and attitude towards geography and even gaining exposure or even experience of real world geographical phenomena.Therefore,it is important schools and stakeholders to provide adequate learning resources for geography students to help them improve their academic performance.

2.5 Demotivation in relation to performance

Demotivation among students causes them to move focus to other things outside the field especially when it comes to studies thus leading to scoring mediocre grades in that field. A student who is demotivated might not plan his time well when it comes to personal studies.

Smith (2015) highlighted that when students lack motivation they tend to disengage from the subject. He argues that geography often perceived as abstract and unrelated to students' lives, can be susceptible to demotivation.

Once a subject is seen as unmarketable now days people or students tends to avoid and the effort diminishes thus leading to underperformance in those subjects. The geography gap (2017) discusses the geographical achievements gaps among students in different regions. It highlighted that demotivation can be exacerbated in areas where geography is not seen as relevant or valuable subject leading to reduced effort and poor performance

Thus demotivation among students can indeed results in poor performance in geography. Factors like teaching methods, relevance of the subject, distractions and external pressure all play a role in shaping students 'motivation and subsequently their success in geography.

2.6 Theoretical Framework

This research study was guided by two theories Self-determination theory (STD) and effective school theory.

2.6.1 The self-determination theory by Ryan and Deci (2017)

Self-determination theory it suggests that people have three basic psychological needs; autonomy, competence and relatedness. According to SDT when these are satisfied, people experience intrinsic motivation, which comes from within oneself and driven by interest curiosity and enjoyment ,this imply that a person who might be motivated from inside can do greater things since he or she got the partion from inside to do that thing be it learning in situation of the students .Intrinsic motivation leads to more positive outcomes such as higher performance, creativity and well-being .On the other hand when this needs are

thwarted, people experience extrinsic motivation that comes from external sources and driven by rewards, punishments, pressure but when this source are not available it might be a different case since the pushing factor is not available. Extrinsic motivation leads to more negative outcomes, such as lower performance, dropout ,anxiety.

Therefore, this theory was important to motivate students and also to create a learning environment that satisfies students' basic psychological needs for competence, autonomy and relatedness thus enhancing intrinsic motivation, which leads to better learning and performance.

To achieve this, the teacher needs to consider various factors that influence students' performance and motivations in geography. By addressing these issues, educators can assist students in adopting favorable attitudes toward geography, participating in worthwhile and engaging learning activities, and achieving their academic objectives.

2.6.2 Effective school theory

Lezzotte (2010) made an advancement in this idea. It implies that a successful school is one that can be evaluated based on how well its pupils perform on the major exam, the national exams. Furthermore, it implies that regular assessment of students' development and capable instructional leadership are essential for an efficient school.. The environment in which students learn needs to be closely monitored in order to ensure that they meet the required results at the end of the year by creating favorable environment it will help student to work extra hard to conquer their dreams thus the theory being helpful to them. Although many students have higher potential than what is required of them, they never put in the necessary effort to achieve the required results, so the administration must step in and help by offering resources like personal learning schedules.

According to Lezotte (2010), in addition to physical facilities, learning materials, and motivational elements, strong educational leadership can affect students' academic achievement hence inadequate facilities might cause the bright students to score low since reference materials are minimal in number. For this reason, several schools may have regulations that students must abide by during their leisure time.

2.7 Summary of identified gap in the literature review

In conclusion, according to literature reviewed the people in the race for bright education should be determined to conquer their ambitions at the right time that is they should have a pushing factor from inside and be motivated. Also they will need to work in the both discipline so that the progress might be well. Furthermore, the learning resources should be considered by the stakeholders to keep the student going for what they deserve in the earlier process

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

More information regarding the procedures used in this study were covered in the chapter on research methodology. It involves the research design, the study region, the target population, the sampling techniques, the sample size, the measurement of variables, the research instrument, the validity of measurements, the reliability of measurements, the data collection methods, the data analysis, and finally, the logical and ethical concerns.

3.1 Research design

The study used a sample descriptive survey research design to gather the data, as it enabled preliminary subject exploration, which was essential for forming the research design. Therefore, survey research was crucial to this study as it enabled the collection of trustworthy and significant data used to improve performance. Since the purpose of the study was to evaluate the factors contributing to subpar performance in geography in public secondary schools, questionnaires and interviews were used in the research.

According to Creswell (2003), the research design is the study's plan, defining how data was gathered, analyzed, and evaluated. This aided researchers in selecting appropriate techniques and processes. According to Kothari (1985), research design entailed gathering data, describing it, recording, analyzing, and reporting what was happening in the field of study while also looking for a solution. As a result, the researcher was required to travel to the different stakeholders' fields to gather the necessary data for that particular field of study.

3.2 Research area

The study was carried out in Kiambu County's Kamenu Ward. According to the 2019 census, Kamenu Ward had a population of 51,833 people living in a 16.7 square kilometer area. It was located in the eastern portion of the Thika Town constituency and bordered Juja constituency to the south, Hospital Ward to the west, Gatanyaga to the north, and

Ngoliba to the east. This particular area was targeted because previous results showed that the public secondary schools there performed poorly.

3.3 Target population

Babbie (2010) defined the target population as the theoretically determined aggregation of the study's components, representing the set of persons the researcher was interested in generalizing the findings to. To represent others, a stratified sampling method was used to sample 60 form three students and 50 form four geography students from each of the two public secondary schools in Kamenu Ward.

3.4 Sample technique

Since many students did not choose geography as one of their studies, a simple random procedure was used to give each respondent a chance to be included in the study. To find out the reason for low performance in the subject, the research interviewed the selected students, instructors, and even the principal. In particular, form three and form four geography teachers were interviewed. Three days before the research, teachers received a questionnaire to complete.

3.5 Sample size

The sample size was 2 principals, 3 geography teachers, 2 D/Os, and 48 students—25 form four and 23 form three students from each school, making a total of 112 respondents. The ward had eight public secondary schools, but the research focused on only two of these schools.

Using the Slovin's formula by Slovin 2019

$$n = \frac{N}{1 + Ne}$$

Whereby:

N = population size
n = sample size

3.6 Measurement variables

FIGURE 2 Showing how variables were measured in the field

Variables	Indicator	Measure of scale
Attitude	Self-efficacy, negative perception	Ordinal variable
Learning/teaching resources	Textbooks, Atlases, Maps	Ordinal variable
Syllabus coverage	In time, on time, late	Ordinal variable

3.7 Research instruments

Research instrument, as defined by Salkind (2010), is a methodical, standardized way of gathering data or information for research objectives. To conduct the research, questionnaires and interviews were used. Teachers of geography were expected to complete an open-ended questionnaire, and the chosen students were required to complete a closed-ended questionnaire. Informal interviews with the principal, D/Os, and a few teachers were conducted to collect data not included on the survey.

3.8 Validity of measurement

The validity of the instruments, which are the questionnaire and interview schedule, was measured. Validity of the instrument means that it had the ability to measure what it was supposed to measure, according to Orodho (2005). In this study, the validity of the

instrument was determined through content validity. Content validity deals with the extent to which a test or instrument measures representative samples of the domain of the tasks under consideration. The questionnaire was examined by the supervisor and other staff at the university, especially lecturers, to evaluate clarity. This ensured that the vocabulary used was correct, sentences were well-structured, and the questions were suitable for all respondents. The researcher established validity through judgment from the supervisor by holding discussions, and suggestions and advice given helped to improve the instrument.

3.9 Reliability of measurement

Mugenda and Mugenda (2004) noted that reliability is the extent to which the research instrument maintains consistent results even after repeated tests. Test-retest was used to assess the reliability of the research instrument. In test-retest, the same test is usually administered to the same group twice within a given interval. The researcher gave the instrument to seven respondents who were not included in the study. In this test-retest technique, the questionnaire was administered twice to the same respondent. Therefore, this helped the researcher determine whether the test was reliable. When the result was consistent, it meant the instrument was reliable.

3.10 Data collection techniques

Interviews and a questionnaire were used to gather the data. With the aid of the teachers, they were distributed to the kids, who picked them up later. The study also went to certain lessons to listen and take notes so that it can get information from the available learning resources.

3.11 Data analysis

The results of open-ended surveys and interviews were tabulated in standard tables after data collection was completed to enable translation and make it easier to distinguish between the various results supplied by respondents. Tables and graphs were created using descriptive statistics.

3.12 Logistical and ethical consideration

Before distributing the surveys, the researcher requested approval from the school principal using the letter provided by the university and the appropriate authority. The participants needed to agree to engage voluntarily and received confidentiality assurances. The purpose of the study and how it would benefit the school were explained to the respondents, and they were also told how to reply to the questions in the research.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter demonstrates and analysis the finding of the data collected from the study on the factors affecting student's poor performance in Geography in Kamenu sub-county, Kiambu county. The study was analyzed using descriptive statistics and presented in form of tables and pie-charts. Questionnaire as method of collecting data was applied each member selected

4.2 Response Rate, Questionnaire Return Rate.

Table 1 Questionnaire return r ate

Position	No of respondents	actual	respond rate in %
Principals	6	6	100.00
Teachers	25	19	60.00
Support staff	3	3	100.00
Students	248	238	83.65
Total	272	256	87.78

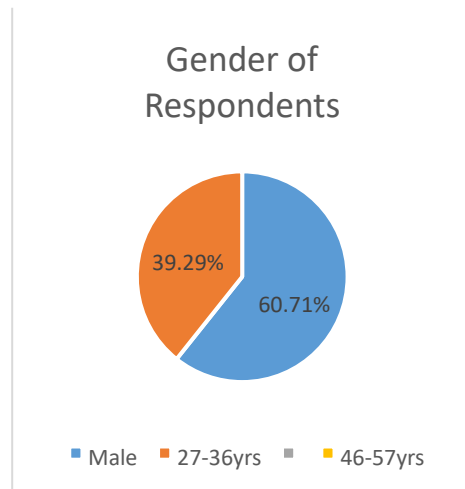
Table 1 shows that 248 students, representing forms four and three combined, were also given the questionnaire; only 238 of them returned, yielding an 83.65% response rate. 25 questionnaires were handed to the teachers, and 19 of them were returned, making a return rate of 60%. 6 were handed to the principals and they were returned all 100%. With a total questionnaire rate of 87.78%, this according to Mugenda and Mugenda (2003) is an excellent response rate.

4.3 Demographic consideration

Demographic information of Principal and teachers of geography. The teachers together with Principal were to give their ages, gender and even qualifications

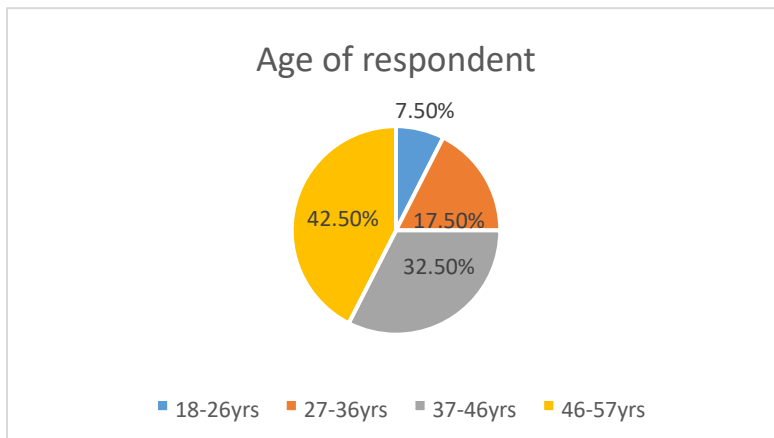
4.3.1 Gender

Out of 112 respondents 68 were male, which represented total respondents of 60.71%, while 44 were female which represented 39.29% of the total respondents, calculating to only a gap of 8%. Ensuring gender balance was crucial in ensuring enough and clinical data was collected, on the factors affecting student's poor performance in Geography.



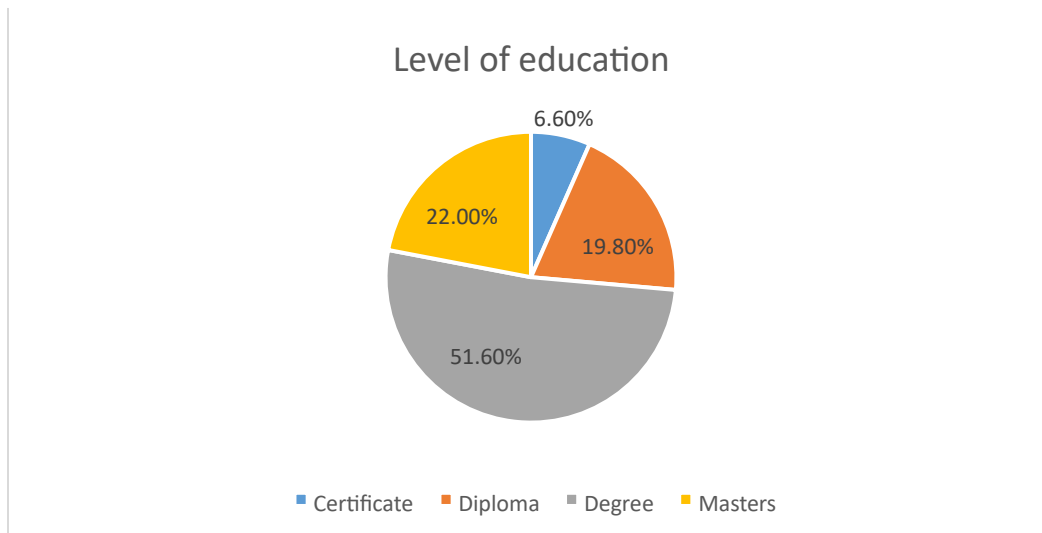
4.3.2 Age of Respondent

The study investigated the age of the respondents where majority of them were above 45 years calculating to 46.25%, 36-45 years representing 35% ,26-35 years accounting to 11.25% and age between 18-25years representing 7.5%.



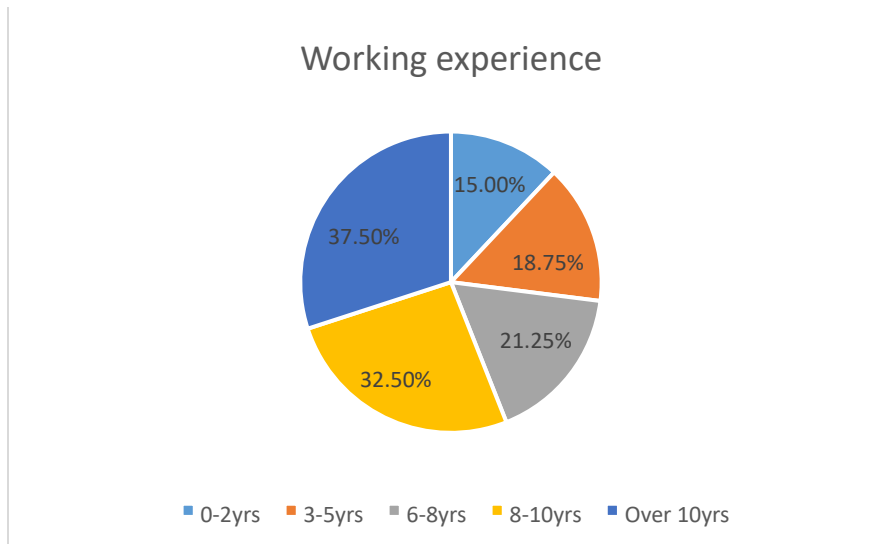
4.3.3 Level of education

The research considered the level of education of the respondents to make sure they were competent to provide valid information. The study found out that 22% holds a masters, 51.6% holds a degree, 19.8% have diploma and 6.6% holds certificate and as such they were qualified to the knowledge required on the topic of evaluation.



4.3.4 Period of operation

Among the 80 participants who responded to the research instrument 30 have worked over a long period of time and they are also the majority. 26 have worked for 8-10 years. 17 of the participants have worked for a period of 6-8 years. 15 individuals have worked for 3-5 years and the rest have been in work for 2 years and below.



4.4 Descriptive statistics

4.4.1 Teaching and Learning resources.

The last research sought to find out whether there is any relationship between teaching and learning resources and the underperformance of students in geography in high schools in Kamenu ward, Kiambu county. To establish this hypothesis, the teachers and librarians were given a list of items in a table regarding the contribution of the teaching and learning resources on underperformance in geography. They were required to rate their agreement levels with the items on a five-point like scale ranging from strongly disagree to strongly agree. The mean and standard deviation of the responses are presented in the table 5 below.

Table 4.2 Contribution of teaching and learning resources on poor performance of geography.

	N	Minimum	Maximum	Mean	Standard deviation
Teacher reference Books and guides	112	1	5	2.98	2.20
Students course Textbooks	112	1	5	3.07	2.34
Teaching aids	112	1	5	3.01	2.29
N	112				

Teaching and learning resources is one of the factors contributing to underperformance in geography as a subject. The items related to this factors that has the highest mean are students course textbooks and the teaching aids which have the mean of 3.07 and with standard deviation of 2.34. The items with the lowest mean is the teacher reference books and guides with 2.98 mean and standard deviation of 2.20.

4.4.2 Motivation

The research hypothesis sought to determine whether there is significant relationship between motivation and underperformance in Geography in Kamenu ward, thika Kiambu kenya. In establishing this hypothesis, the teachers and students were given a list of items in a table regarding the contribution of motivation in the underperformance of geography. They were required to range the results in the scale ranging from strongly disagree to strongly agree. The mean and standards deviation of their responds were recorded in the table below.

Statement	N	Minimum	Maximum	Mean	Standard deviation
Volunteer to do assignments	112	1	5	3.31	2.670
Seeking feedback	112	1	5	3.11	2.978
Taking initiative	112	1	5	3.24	2.713

The findings of this research shows that the overall mean obtained from motivation is 3.22 and standard deviation SD is 2.787. This means that motivation is a very strong factor contributing to poor performance of students in geography. Students volunteer to do assignments scored the highest mean of 3.31 with a standard deviation of 2.671 And students seeking feedback had the lowest mean of 3.11.

Table 4.3 Frequency table for volunteer to do assignment

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	13	11.61	11.61	11.61
Disagree	45	40.18	40.18	51.79
Undecided	6	5.36	5.36	57.15
Agree	37	33.04	33.04	90.18
Strongly agree	11	9.82	9.82	100.00
Total	112			

The table above shows the frequency table of respondents on volunteering to do assignments. The scale ranged from 1-5, where 1-strongly disagree,2-disagree,3-undecided, 4- agree and 5-strongly agree. Most of the respondents disagreed that students volunteer to do assignments with a frequency of 45 and those agreed had a frequency of 37 and undecided had 6 of those who filled the questionnaires.

Frequency table for seeking feedback

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	30	26.79	26.79	26.79
Disagree	37	33.04	33.04	59.83
Undecided	11	9.82	9.82	69.65
Agree	26	23.21	23.21	92.86
Strongly agree	8	7.14	7.14	100.00
N	112	100.0	100.0	

Table above shows the frequency of the respondents on seeking feedback

The scale range from 5-1; 1 strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree. Most respondents disagreed with the fact that there is seeking of feedback in the school with the frequency of 37 representing 60percent .There were those who agreed and had a frequency of 26 representing 93 percent and the undecided respondents were 11 representing 70 percent of the respondents that filled the questionnaires.

From the interviews, the principal and support staff confirmed that volunteering to do assignments, seeking feedback contributes to poor performance in geography since teachers and students lack the drive to work hard thus leading to mixed performance in geography in schools in Kamenu Ward. who defines motivation as what cause people to be active and execute their roles or duties effectively and better in any task or activity given

According to research findings, Gallup (2013) who summarizes that without motivation ,only 13% of the workers engage at work ,63% are not engaged at work and are less likely

to put their efforts at work and 24% are likely to spread negativity to others .For instance ,poor planning may be the cause of the uncertainty in an institution . In all institution, motivation is the pillar in realizing the best performance of the workers and in this context the students. It is seen that without motivation in a school performance of student’s teachers and even subordinate staff went down. Since motivation is the main item in realizing better performance, the principal, the board of governors and the board of management must be able to analyze what is connected to intrinsic and extrinsic motivation and what is dependent on the whole process. The distribution of relationship between underperformance in geography among the respondents in secondary schools in Kamenu Ward was significant depending on the motivation factor.

Therefore, the hypothesis that there is no significant relationship between motivation and student’s underperformance in geography was rejected.

4.4.3 Attitude

	N	minimum	maximum	mean	Standard Deviation
Rating geography	112	1	5	3.76	2.44
Pursuing a in course geography	112	1	5	3.45	2.32
Valid N	112				

The findings of this research showed that the overall mean obtained for the attitude as 3.61 and the standard deviation of 2.38. This means that attitude is a key factor determining the underperformance of geography. The item rating geography was highest with the mean of 3.76 and standard deviation of 2.44 while the item of getting a course in geography scored lowest with a mean of 3.45 and standard deviation of 2.32

Frequency table for rating of geography

	Frequency	Percent	Cumulative percent
Strongly disagree	16	14.29	14.29
Disagree	40	35.71	50.00
Undecided	8	7.14	57.11
Agree	38	33.93	91.04
Strongly agree	10	8.93	100.00
	112		

The table show the frequency table for rating of geography. The scale ranged from 1-5. 1= strongly disagree, 2=disagree, 3= undecided, 4= agree and 5= strongly agree. Most of the respondents disagreed with the fact that geography is rated highly in the school in terms of affection and concentration needed with a frequency of 40. Those who were undecided had a frequency of 8 and those who agreed were 38 among those who filled the questionnaires.

Frequency table for pursuing a course in geography

	frequency	percent	Valid percent	Cumulative percent
Strongly disagree	36	32.14	32.14	32.14
Disagree	32	28.58	28.58	60.72
Undecided	0	0	0	60.72
Agree	24	21.43	21.43	82.15
Strongly agree	20	17.86	17.86	100.00
Total	112	100.0		

The table above shows the frequency of respondents about pursuing a course in geography. The scale ranged from 1-5, 1=strongly disagree ,2= disagree 3= undecided 4=agree 5=strongly agree. Majority of the respondents disagreed that students from the school pursue a course related to geography in higher education with a frequency of 32 .There was no respondent who was undecided among those that filled the questionnaires.

Researchers agreed with Mohammed and Waheed (2011), that understanding attitude and its contribution to general performance, there are three factors to be considered since they play a vital role in influence the students. These are factors associated with the students themselves, are anxiety, self-support factors and those associated with the school like teacher and teaching materials, teacher knowledge towards geography and finally the factors from home such as parental expectations and occupation.

From research findings, the researcher discovered that the conception that students hold about geography has determined their approach towards geography leading to subject being productive or unproductive oriented. Researcher discovered that students approach geography in a procedural and rule-oriented manner which prevent them from experiencing the richness of geography and approach could be used to develop competence in geography.

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents findings of the study, conclusion and recommendations and suggestions for further studies

5.1 Summary of the findings

The general objective of the study was to investigate the factors contributing to poor performance in geography in Kamenu ward, Kiambu county, Kenya. One hundred and eleven respondents participated in the study consisting of Principal, geography teachers, geography students, librarians and non-teaching staff. Given below is the summary of the key study findings.

5.1.1 Motivation

The study reveals that motivation has an influence on underperformance of students and teachers of geography. The mean score range from 3.31 to 3.11 From frequency distribution table many respondents disagreed being in school in terms of volunteering to do assignments, seeking feedback and taking initiatives.

In addition, Librarians and geography teachers confirmed that motivation is the key factor contributing to poor performance in geography in most schools in Kamenu.

Therefore, the hypothesis that there is no significant relationship between motivation and underperformance was rejected

5.1.2 Attitude

The findings revealed that attitude contributes to poor performance in geography in schools in Kamenu ward. The mean score ranged from 3.45 to 3.76

Respondents agreed that geography is rated lowly in the in most schools thus those aiming to pursue the course in it are minimal in number. This was the seen in questionnaires filled by the respondents.

Geography teachers and students confirmed that, their attitude toward geography is main cause of negative results in it. The hypothesis that there is no significant relationship between attitude and underperformance was therefore rejected.

5.1.3 Teaching and learning resources

The study findings revealed that teaching and learning resources contributes to underperformance of students in geography in Kamenu ward. The respondents disagreed that there are enough resources that is reference book and guide book for teachers and even teaching aids.

5.2 Conclusion of the study

From the findings, all the hypothesis were rejected. The researcher concluded that attitude is the highest contributor to underperformance in geography 3.76 followed by motivation 3.31 and lastly we had learning resources 3.07 .In schools in Kamenu Ward Kiambu county, Kenya.

Geography is the basis for the advancement of technology and science. It provides knowledge that enhance socioeconomically development of the community. It also predicts and explain patterns to clarify the meaning of issues of life.

5.3 Recommendations of the study

From the above findings, the researcher therefore recommends that.The principal and geography teachers should ensure that geography is given the first priority during the allocation of remedial time in order to realize better performance. Better result was realized when teachers and geography students change their attitudes. This can be done through inviting guest speakers who will talk about the importance of geography to students and in life. This can be achieved through intrinsic motivation and extrinsic form of motivation. Teaching and learning resources should be bought or ordered from the government to supply to realize the better results.

5.4 Recommendations for further research

The study recommends further studies on the factors contributing to underperformance in geography. Therefore attitude, motivation and learning and teaching resources should be carried out in schools in Kamenu ward. Finally, it is suggested to future researchers to conduct a study on the contribution of motivation, attitude and learning and teaching resources on other subjects such as sciences and languages.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

GRETSA UNIVERSITY,

P.O BOX 3-01000;

THIKA,KENYA

Dear Respondent,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

As an undergraduate student, I am researching the following topic, Factors leading to dismal performance in Geography in Public secondary schools Kamenu Ward, Thika County, this study is being conducted for a research proposal project, which is a prerequisite for Gretsa University's awarding of an education degree.

Kindly fill out the questionnaire that is attached for me. The data was handled with extreme confidentiality and used only for research purposes.

Your assistance is highly appreciated.

Yours faithfully,

Waluvengo Oscar.

APPENDIX II

QUESTIONNAIRE FOR THE SCHOOL PRINCIPALS

This questionnaire is designed to collect data on the topic; factors contributing to dismal results in Geography, in public secondary schools Kamenu Ward Thika County. All information will be treated confidentiality.

Kindly tick in the brackets

1. What is your gender? Male() Female ()
2. In which age brackets do you belong? Below 25 years () 26-34 () 34-44 ()
44-54 () Above 55 ()
3. Is there enough resources of geography in your school? Yes () No ()
4. If is yes, to what extend to learning resources influence the academic performance of the students? Great () Moderate () little () no extend ()
5. To what degree has this school succeeded in achieving a high geography score since you stepped in as the principal? A () B () C () D ()
6. Do you believe teacher-student engagement in geography classes is satisfactory? Yes () No () IF yes,please elaborate
7. Do you think there is a need for additional support services,such as tutoring ,to asst students struggling in geography? Yes () No ()
8. Are teachers encouraged to use diverse instructional strategies in geography lessons?

Strongly Disagree () Disagree () Neutral () Agree () Strongly Agree ()

9. How are teachers supported in addressing individual student needs in geography ?
Regular training sessions () Student counselling services () Personalized
professional development ()

APPENDIX III

A QUESTIONNAIRE FOR GEOGRAPHY TEACHERS

Gender Male () Female ()

Years of experience teaching geography? Less than 2 years () 2-5 () years 5-10 years () 10+ years ()

Are there specific geographical topics that students consistently struggle with? Yes () No () Not sure ()

To what extent do you think the availability of learning resources affects students performance in geography? Not at all () slightly () Moderately () Sgnificantly () Extremely ()

Have you observed any correlation between students home environment and their performance in geography? No () Yes () Not sure ()

How well do you think students can relate geographical concepts to their daily lives? Poorly () Fairly () Moderately () Well () Very well ()

Are there any changes or improvements you would suggest to enhance the overall assessment of factors contributing to poor performance iin geography?