

**DETERMINANTS OF STUDENTS' LOW ENROLMENT IN GEOGRAPHY
IN SECONDARY SCHOOLS IN KIPKOMO SUB-COUNTY,
WEST POKOT COUNTY, KENYA**

BY

PCHUMBA JOEL KOLINYONG

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DECLARATION

Declaration by the Candidate

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Sign: _____ Date: _____

Pchumba Joel Kolinyong

EDU/PGCM/1018/16

Declaration by Supervisors

This thesis has been submitted for examination with our approval as university supervisors.

Sign: _____ Date: _____

DR. MARGARET KIMWAREY

Department of Curriculum, Instruction and Educational Media

School of Education, Moi University

Sign: _____ Date: _____

PROF. ALICE YUNGUNGU

Department of Curriculum, Instruction and Educational Media

School of Education, Moi University

DEDICATION

To my daughter, Betty Chebet Kolinyong. May she grow up to excel in all spheres of life.

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May glory be to the almighty God for providing me with good health, strength and motivation during the course of the study and enabling me to complete this thesis.

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ABSTRACT

Geography is one of the important subjects offered at the Secondary School Education. This is because it equips students with requisite knowledge, skills, values and attitude of the world's physical features and human environment. Despite the importance, KNEC reports show that few students opt for Geography compared to other humanities. The purpose of this study was to investigate determinants of student's low enrolment in Geography in secondary schools in Kipkomo sub-county, West Pokot County. The objectives of the study were: to establish how students' attitude towards Geography influences their choice of the subject in secondary schools, to assess the extent to which availability of teaching-learning resources influence students enrolment in Geography in secondary schools, to investigate the influence of students' previous performance in Geography on enrollment in secondary schools, to examine the influence of school policy on students enrolment in Geography in secondary schools. This study was based on Krumboltz Social Learning Theory. The study adopted descriptive survey research design and used concurrent mixed method approach where quantitative and qualitative data was collected. The target population consisted of 1049 form three students and 18 principals from 18 secondary schools in Kipkomo sub-county. Purposive sampling was used to select Kipkomo sub-county, 289 form three students and 7 principals. Stratified sampling was used to select schools and simple random sampling to select individual students. Questionnaires and interviews were used to collect data from students and principals. Quantitative data was analyzed using descriptive statistics and presented as frequencies and percentages with the help of SPSS version 25 while qualitative data was organized thematically and presented in narration. The study established that attitude influenced students' choice of geography as supported by 94 (32.5%) and 133 (46%) who strongly agreed and agreed that geography curriculum was overloaded and difficult and was equally supported by the interviewed principals. Further schools lacked teaching and learning resources where 92 (31.8%) and 106 (36.6%) strongly agreed and agreed that textbooks were inadequate, 92(31.8%), 106 (49.5%) (73.4%) strongly agreed and agreed that majority of the schools had no laboratories. Students' previous performance in Geography influenced their enrolment in Geography as supported by 54 (18.7%) and 138 (47.8%) who strongly agreed and agreed while school policy on students' enrolment in Geography was supported by 233 (80.6%) who revealed that timetabling was a major factor. The study concluded that majority of the students had a negative attitude towards geography, schools had inadequate textbooks and laboratories, students' previous performance and school policy influenced their choice of Geography subject. The study recommended that the attitude towards Geography should be improved through motivation and career guidance, school management to notify the ministry of education of the dire need to have adequate teaching and learning resources and set aside funds to facilitate fieldwork studies so as to avoid over burdening parents to facilitate, teachers to be retooled on best practices and school policy on subject selection be made flexible by discouraging schools from making one humanity compulsory.

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ABBREVIATIONS AND ACRONYMS

C.I.E.M-	Curriculum Instruction and Educational media
C.R.E-	Christian Religious Education
D.E.O-	District Education Officer
K.C.S.E-	Kenya Certificate of Secondary Education
K.I.C.D-	Kenya Institute of Curriculum Development
K.N.E.C –	Kenya National Examination Council
K.U.C.C.P.S –	Kenya Universities and Colleges Central Placement Service
M.O.E –	Ministry of Education
S.L.T -	Social Learning Theory
T.I.Q.E.T –	Totally Integrated Quality Education and Training
T.S.C –	Teachers Service Commission
U.K –	United Kingdom
U.N.E.S.C.O –	United Nation Education for Social and Cultural Organization
U.S.A -	United states of America

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents the background to the study, the statement of the problem, the purpose and objectives of the study. It also presents the questions that were used in the study, theoretical and conceptual framework justification of the study, significance of the study, assumptions, scope of the study, limitation of the study, as well as the definition of operational terms used in the study.

1.2 Background to the Study

One of the most crucial subjects taught in secondary school is geography. It gives pupils a body of knowledge that helps them comprehend how people use, rely on, and engage with their surroundings. People are also more able to recognize the importance of their surroundings and the abundance of natural resources they possess.

Geography provides a firm foundation for advanced studies in specialized fields like geomorphology, remote sensing, geology, urban planning, climatology, meteorology among other fields. It is an elective subject in many schools around the world as students choose from optional subjects like History, Christian Religious Education among others. According to Adeyemi (2009), in choosing the optional subjects, students must have certain reasons for doing so whether personal, family or institutional. Ashworth, Dick and Sian (1998) confirm this by saying that student's choice of a subject is greatly influenced by three main factors which include; the student's liking of the subject and the teacher, institutional framework and career choices. Ainley, et al, (2009) observed that few students opt for Geography from the list of available optional subjects in a curriculum that is increasingly becoming more

and more crowded. In Britain, Tripney (2011) observed that the number of students taking Geography in the General Certificate of Secondary Education (GCSE) declined by 7.1% from 194,599 in 2010 to 180,739 in 2011. According to Bliss (2005) the total candidature in geography as a proportion of the Leaving Certificate Examination (LCE) cohort in Australia decreased from 48% in 2006 to 40.6% in 2007. He attributed this effect to increased popularity of other social science subjects like Business Studies and Computer Studies seen by parents as contributing to future employment. In Ilorin, Nigeria for example, Akintade (2012) observed that the candidature of geography was on a downward trend while in Kenya the candidature of geography declined from 37.39% in 2007 to 31.7% in 2010.

Several studies have been carried out to investigate some of the factors that possibly influence the choice of Geography by students in secondary schools. The UNESCO report of 2012 suggests that the methods used by teachers to teach a subject are to a very large extent influenced by the kind of resources and facilities available in the school. Where the resources and facilities are inadequate, the report argues that the teaching approaches tend to be teacher-centered. The students remain passive and this kills the interest of the students in the discipline or subject. A study by Bitsoc and Fouriel (2012) in three African countries of Lesotho, Tanzania and Botswana revealed a serious shortage of resources particularly textbooks with textbook-pupil's ratio of as low as 1:20. The report further indicated that where libraries existed, there were limited books that were also not related to Geography. In Queensland, Australia Porter and Whitney (2010) observed that the policies that schools adopted to guide the subject selection dictates the subject that a student is likely to pursue. One of such policies is that of time tabling of the line or block structure where two or more subjects are blocked

together and taught at the same time. This confines a student to a particular line of choice.

According to Elimu document (2012) most of the Kenya secondary schools have made CRE a compulsory humanity contradicting the Ministry of Education (M.o.E) syllabus guidelines. Lazarowitz and Lazarowitz (2006) in their study in Israel schools found out that students tend to choose their subjects in science based on personal factors like the liking of the subject and performance in a given subjects preferences. Adeyemi (2009) confirms this by studying on factors affecting subject preference of six thousand A-level students. It was generally found out that students think that the subjects chosen would be enjoyable and interesting or that they performed well in the subjects at the General Cambridge School Examination (GCSE). On the African scene, studies indicate varied reasons for student's choice of geography subject. Akintade (2012) at Ilorin in Nigeria observed that the scope of Geography syllabus which many students agreed was too wide, became a major reason as to why few students selected the discipline. This was related to the finding of Faniran (2000) in Nigeria who argued that one major criticism against Geography is the wide scope and lack of proper focus of its curriculum syllabus. He further reiterated that these factors had contributed to the low number of students registering for the geography subject in Nigeria. Adeyemi's (2009) study in Botswana also established that the relationship between social studies which is taught at the primary school level and Geography is also a factor in the student's choice of Geography at the secondary school level. Students in this case, may want to take advantage of related concepts or familiarity with contents in social studies to prefer Geography. In Kenya, following the review of 8-4-4 curriculum in 1992, the examinable subjects in the Kenya Certificate of Secondary Education Kenya National Examination Council (K.C.S.E) were reduced from ten to eight by the then Kenya

Institute of Education (KIE) currently Kenya Institute of Curriculum Development (KICD). Geography was made an elective subject categorized under humanities in group three alongside History and Religious Education (R.E). KNEC report 2014 states that there has been a worrying decline in the number of students who have been enrolling in Geography in the Kenya Certificate of Secondary Education (KCSE). The decline came at a time when other humanities subjects like History and Government, Christian Religious Education have gained popularity. This is confirmed by the number of students enrolling for these fields in the Kenya Certificate of Secondary Education. Nyamweya (2005) in his study on private schools taking G.C.E curriculum in Nairobi and Mombasa argues that weak students found the extensive nature of Geography content difficult especially the mathematical part. He also cited lack of resources to implement practical areas of the Geography curriculum like fieldwork and photograph work. These arguments were supported by Otworu (2007) whose study in Kisii district found out that illustrative resources like wall maps, charts, fieldwork, globe, school weather station or even rock museums were rarely used for teaching Geography. Mumo (2009) on her part blamed poor qualification of teachers and students' negative attitude for the decline in the candidature of geography in Kangundo district.

From these studies, several gaps which need to be filled have been left. The availability of teaching-learning resources differs among schools. Therefore, there is need to find out whether findings of UNESCO report (2012), Bitsoc and Fouriel (2012) and Otworu (2007) that absence of resources indeed hinders effective teaching of Geography and popularity among students in secondary schools. There is need to establish whether students attitude towards Geography influence their selection of Geography.

The perennial poor performance in Geography nationally which the KNEC report of 2011 averaged 30.89% (D+) between 2007 and 2010 requires research. This will help establish whether performance in geography has any influence on the subject's observed decline in enrolment to validate the finding of Lazarowitz and Lazarowitz (2006) and Adeyemi (2009).

On the issue of school policies like block structure between Geography and other subjects that different schools embrace to guide the subject selection as observed by Whitney and Porter (2010) there is need to identify the school policies that are in operation in Kipkomo Sub-County and their influence on the choice of Geography by students.

1.3 Statement of the Problem

Report from the Kenya National Examination Council (KNEC), indicates that students enrolment in Geography has been relatively low compared to other humanities over the past four years (KNEC report 2018). In Kipkomo sub-county (Kipkomo KCSE analysis 2018-2021) shows that on average, less than 30% of the students enrolled for Geography in the last four years compared to Christian Religious Education 85% and History 70%. Despite the importance Geography has to students and the country's development in both economic and social phase of life, the subject has over the past years attracted few students. The research problem that was addressed in this study was that the number of students enrolling in geography at K.C.S.E in Kipkomo sub-county has been very low since the policy of selecting any humanity subject was introduced in Kenya. Most students opt for history and C.R.E in this category (KNEC 2014, 2015, 2016 and 2017). Besides the low number of students registering in geography, the performance of students at K.C.S.E level has been dismal. The main factors

contributing to this effect are not clearly understood (KNEC report 2021). It was against this background that it became necessary to examine the determining factors if the trend is to be reversed or be contained to a minimal level. This is necessary in view of the fact that geography is a pre-requisite course for various fields like meteorology, hydrology, education at higher levels among others. However, many students drop the subject when given the opportunity to select among other humanities.

1.4 The Purpose of the Study

The purpose of this study was to investigate the determinants of low enrolment in Geography in secondary schools in Kipkomo Sub-County, West Pokot County.

1.5 Objectives of the Study

1. To establish the influence of students' attitude on their choice of Geography in secondary schools.
2. To assess the extent to which availability of teaching-learning resources influence students' enrolment in Geography in secondary schools
3. To investigate the influence of students' previous performance in Geography on their enrolment in Geography secondary schools.
4. To examine the influence of school policy on students' enrolment in Geography in secondary schools.

1.6 Research Questions

1. How does students' attitude towards Geography influence their choice of the subject in secondary schools?
2. To what extent does the availability of teaching-learning resources influence students' low enrolment Geography in secondary schools?

3. How does students' previous performance in Geography influence their low enrolment for the subject in secondary schools?
4. To what extent does school policy influence students' low enrolment in Geography in secondary schools?

1.7 Significance of the Study

The study is useful to the education stakeholders. The Ministry of Education will benefit from the study, as additional data will be available for making decisions on geography curriculum and evaluation. Education administrators will benefit with regard to training and distribution of geography teachers as well as recommending relevant teaching and learning resources. School managers will acquire information that will assist in encouraging learners to select geography. Schools will be in a position to adjust their policies to attract students' enrolment in Geography. The findings will not only benefit Kipkomo sub-county but the whole country at large.

The Kenya Institute of Curriculum Development (KICD) and Kenya National Examination Council (KNEC) may benefit from the study as additional data may be available for designing Geography curriculum and evaluation decisions. Additionally, the Ministry of Education may benefit from the study with regard to training and distribution of Geography teachers besides the procurement of learning-teaching resources.

1.8 Justification of the Study

Geography curriculum was introduced to enable students acquire sensitivity and conciseness towards the environment and provide relevant knowledge on concepts and principles required in any sort of work. This would enable students to participate more actively in developing the economy. As stated by Owen and Ryan (2001) the objective

of Geography is to produce functionally literate graduates who can participate in national planning and research particularly in resources development and management, urban renewal and research on issues of policy.

Furthermore Renner (1987) affirmed that degeneration of land, fresh water and marine resources will become more pronounced with the own set of global climate change while environmentally induced conflicts are likely to intensify in case there will be shortage or absence of skilled personnel to handle issues relating to natural resources management and conservation.

The Kenya Institute of Curriculum Development (KICD) and Kenya National Examination Council (KNEC) may benefit from the study as an additional data may be available for designing Geography curriculum and evaluation decisions. Additionally, the ministry of education may benefit from the study with regard to training and distribution of geography teachers besides the procurement of teaching-Learning resources.

It is worth to conduct an investigation on determinants influencing students' low enrolment geography in secondary schools. According to Renne (1997), key problems facing developing countries like Kenya need to be addressed. These problems include the question of environmental management, consumption and conservation. These problems are more pronounced with the onset of global climate change. Geography covers a wide area on environmental issues. Therefore in order to reduce these problems, there is need to increase the enrollment of students in geography in secondary schools. On the contrary, enrolment of students in Geography has been very low. KNEC report of 2017, pointed out that the enrolment of students taking Geography stood at 20% of the total candidature. In this regard therefore, a research study was necessary to

determine the causal factors to this effect. The study sought to establish the determinants of low enrolment of students in Geography in Kipkomo Sub-County, West Pokot County especially as regards to students' attitude, availability of teaching and learning resources, students' previous performance and school subject combination policy.

1.9 Scope and Limitations of the Study

1.9.1 Scope and Delimitations

Delimitations refers to the boundaries of the study with emphasis on the parameters that the study is limited to (Kothari, 2017). It focused on determinants influencing low enrolment in Geography in secondary schools in Kipkomo Sub-County, West Pokot County

There is a wide array of factors that influence students' low enrolment in Geography in public secondary schools. However, the study delimited itself to student's attitude towards geography, teaching – learning resources, students' previous performance in geography, and school subject combination policy as factors that influence student's low enrolment in Geography in public secondary schools in Kipkomo Sub-County, West Pokot County, Kenya.

The study covered ten secondary schools. It also involved teachers teaching geography in respective schools because they shape the students' perception in the subject.

Form three students were selected because they already considered their humanity subject of choice, were expected to give reasons for their options or decisions and to explain the prevailing conditions of learning Geography in relation to other humanities like CRE and History and Government.

Form three students who had dropped Geography were selected because they were in a good position to explain what would have prompted their decision choices.

Principals were included in the sample to shed light on the prevailing circumstances with regard to the teaching and learning of Geography. The principals of the selected schools were chosen because they were in charge of learning process including how subject selection should be conducted. Whatever students decide can be in vain without endorsement of principals hence principals are necessary in this study.

1.9.2 Limitations of the Study

According to Kombo et al (2009), limitations are challenges anticipated or faced by the researcher. This section indicates the challenges experienced by the researcher. It revolved around issues such as the scope of the study, inaccessibility of data and the unforeseen occurrences (Gray, 2013). The challenges the researcher was exposed to during the study were that some of the students were unwilling to give honest responses for fear of intimidation from their teachers. However, the limitation was overcome by informing the respondents that the findings of the study would be used solely for academic purpose only and all the information they would be kept confidential. Moreover, information source triangulation was accomplished by interviewing Geography teachers and heads of schools who provided more information on the study problem. The other limitation was that the literature was biased towards sciences and technical subjects. However, this challenge was mitigated by reviewing empirical work from other countries.

1.10 Assumptions of the Study

Assumptions are statements that are presumed to be accurate, mostly temporarily for the attainment of research objectives or forming a basis for building a theory (Bryant

& Charmaz, 2019). It was further assumed that the schools have a uniform curriculum. Furthermore, it was assumed that each of the secondary school had a policy on the subject combination and selection. Finally, an assumption was made to the effect that all the respondents were having the information that the researcher sought.

1.11 Theoretical Framework

Krumboltz (1979) developed the Social Learning Theory (SLT) in 1979. The theory is of the view that the experiences learners have while studying dictates their career choice. Krumboltz theory is based on the premise that the individual's learnt behavior is a determinant of the career choices that they make. The advantages of the theory are that it takes cognizance of the context, in that it acknowledges that several factors determine the process of career choice of an individual. These factors comprise of genetic endowment, the conditions in the environment and the learning experiences (Patton & McMahon, 2006). The theory is in line with the study since the focus is on determinants of students' low enrolment in Geography in secondary schools. Students choose the subjects to pursue in line with their career aspiration. As opposed to other theories that reflect on career choices of learners, SCL is on the premise of equipping learners with techniques to choose a career that best fits them.

A review of the theory by Ireh (2000) established that the choice to pursue Geography is influenced by conditions in the environment. The environmental conditions are those that the students have no control of the subject. Learning experiences include the performance of the individual learners in Geography and their prior learning experience, for instance, in Social Studies at primary level, which is a building block for Geography. The theory is therefore relevant to the study since it incorporates environmental factors such as teachers influence on the learning environment.

Krumboltz (1991) posits that people make their assumptions about the world with reliance on the limited experiences they have encountered. Furthermore, students at the secondary level of education choose the subject to pursue concerning the limited experience they had both in and outside school hence the need for guidance on the subject to choose in line with their capabilities.

In a nutshell, the emphasis of SLT on the environment as the major influence of the subject choice taken by students is the core limitation of the theory. The reason for this is that students will be less accountable for their choices as they would term their choice of Geography mainly due to school policy on the subject determination, the influence from peers as well as teachers. There is, therefore, more weight on the environment as opposed to the students who is directly affected by the choices, he/she makes. Consequently, the limitation of the theory is in its overemphasis on the influence of external factors such as the school and peers on the choice of geography as opposed to factors inherent in the learners such as their skills and experiences. The question, therefore, is whether the knowledge students have gathered Form one and Two is enough for them to make an informed decision on whether to pursue the subject or not.

1.12 Conceptual Framework

A conceptual framework is a scheme of concepts which a researcher operationalizes in order to achieve set objectives. It is a schematic presentation of the theory. It forms part of the agenda for negotiation to be scrutinized, tested and reformed as a result of investigation (Kombo and Tromp, 2009). The study sought to establish the kind of interaction taking place in school. Factors like student's attitude, availability and use of resources, students' previous performance and school policy are independent variables. (Kombo and Tromp, 2009), argues that in conceptualizing, the researcher will attempt

to point out how the factors affect students' choice in Geography in secondary schools. The conceptual framework for the relationship between determinants of students' choice, student's choice of Geography is as shown in the next page;

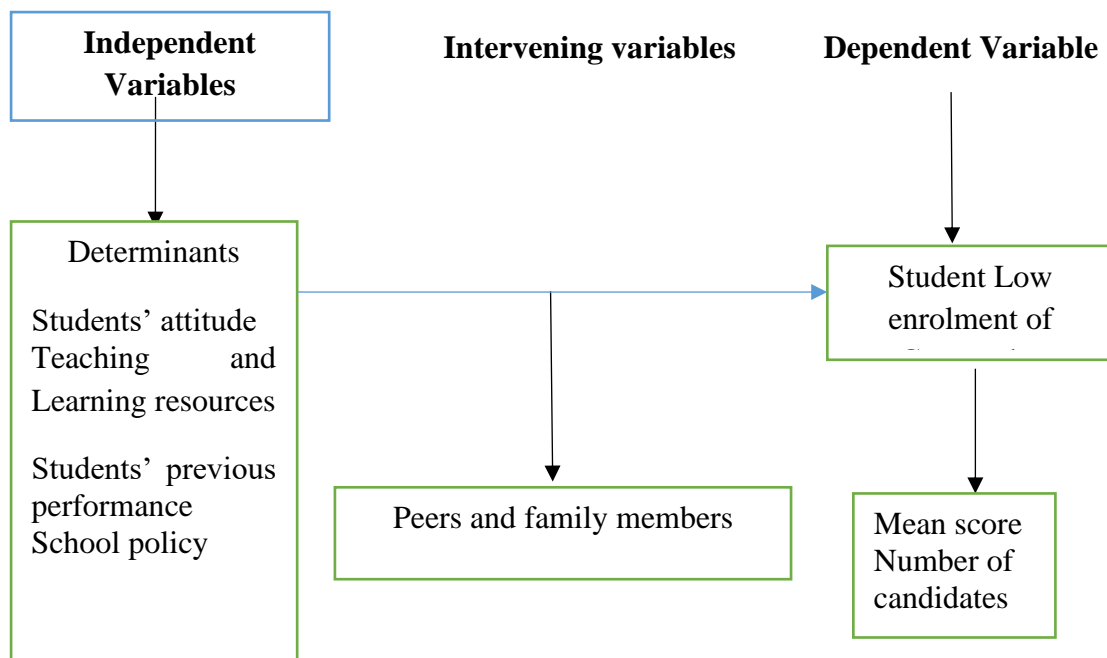


Figure 1: Conceptual Framework

Source: Researcher, 2022

In the conceptual framework above, various factors have been depicted to show the relationship among variables. The factors are defined as students' attitude, teaching - learning resources, students' previous performance and school policy in Geography are independent variables while dependent variables is low enrolment and intervening variables given as peers and family among other.

1.13 Operational Definition of Key Terms

Academic performance – This refers to scoring below or above average on set standards in a given geography examination like 50% which is average and 75% which is grade A.

Attitude – The way students think, feel and behave towards geography as a subject.

Blocking –Teaching two subjects for instance History and Government and Geography in the same class at the same time and students attend one of the two subjects.

Determinants- Factors that influences the occurrence of something like students' enrolment in Geography

Enrolment – The number of students registered in Geography.

Learners – Refers to students who constitute the class, the people on whose behalf educational performances exist and operate.

Participation – Refers to taking part in something like classroom teaching-learning process in Geography.

Policy- A plan chosen by school in subject selection likes use of block structure.

Teaching and learning resources – Refers to textbooks, journals, magazines, newspapers and audio-visual materials for effective teaching in Geography.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looks at the available information concerning the subject under the study. It starts by reviewing the relevant literature to the study based on determinants of the choice of Geography in secondary schools. This chapter starts by exploring the concept of Geography, aims of Geography, Geography Curriculum in schools, the status of Geography globally and Kenya in particular, the influence of students' attitude towards Geography, availability of teaching-learning resources, and students' previous performance and school policy in secondary school are examined.

2.2 Concept of Geography

The term Geography originates from a Greek word "Geo" which means earth and 'grapho' which means to write. Hence, Geography is concerned with the physical and human features of the earth. Geography is the study of the earth, its features, the distribution of life on Earth, and human life and its impacts, according to the Australian Curriculum Assessment and Reporting Authority (2011). "The why of where" refers to the study of the various "phases" or habitats that make up the globe. Additionally, Holt-Jensen (1999) contends that geography aims to characterize the earth's surface's varied aspects by combining the forces of nature and humanity. As it responds to consistent changes in its surroundings, the subject is dynamic. Therefore, in an attempt to explain the globe and its various elements, geography goes beyond the constraints of other studies. For this reason, the subject interconnects with all the other subjects making it both humanity and a science. The study of Geography incorporates a practice of discovery and facilitates the learner to attain knowledge, competencies and develop

positive attitudes and skills of investigation, decisive thinking and decision making. This prepares the student to deal with the demands of contemporary society.

Social sciences curriculum helps students to know the society and how it transform and grows. These sections of social sciences are replicated in ecological/environmental at prime stage. Geography as a social science is taught under social studies at basic level of education level and subjects like History and Geography give inputs to the child's increasing grip of socioeconomic and political institutions and pass on to children the aptitude to investigate and discover. At the secondary level, larger prominence has been given to thematic study with an emphasis to the following subjects. History, Geography, Political Science and Economics through which social viewpoints have progressed. The subject matter and details are prearranged in a structure that seeks out learners' active involvement in classroom procedures and illuminates the issues that take shape in modern society. At higher secondary stage, the syllabus grants for deeper commitment with subjects covering precise skills. The new textbooks based on these syllabus provide children with the cognitive methods to study evidence and data so that they can make good judgement of subjects and deliberations facing society (National Council of Educational Research and Training, 2006).

Moris (1999) explains that the secondary school curriculum also gave special emphasis to themes related to environmental education. In contrast to the primary school curriculum, the secondary school Geography syllabus included environmental education topics at every level. The scope of the themes is broad at the secondary school level and the themes covered include: The Earth, geographical feature, farming in Africa, East Africa and Kenya; mining and effects of human activities on the environment. However, Geography is a core subject at form I and II. This suggests that

the themes of environmental education is only covered by those students who select it as an elective subject at the senior classes; that is, forms three and four.

2.3 Aims of Geography

According to Kenya National Examination Council (2005), Geography is a wide subject divided into various sub-topics, with the following general objectives that learners should achieve at the end of the course. They include:

- To appreciate the importance of studying Geography.
- Recognize different types of environment and manage them for individual environment and human activities.
- Explain land forming process and appreciate the resultant features and their influence on human activities.
- Acquire knowledge of available natural resources and demonstrate ability and willingness to utilize them sustainably
- Identify and compare economic activities in Kenya and the rest of the world.
- State, interpret, analyses, and use geographical principles and methods to solve problems of national development.
- Apply field work techniques in studying Geography.
- Acquire knowledge and skill necessary to analyze population issues of Kenya and the world.
- Understand the significance of autonomy among people and nations.
- Recognize, review and have reverence for various ways of life influencing expansion at local, national, regional and international levels.
- Exhibit the attainment of constructive approaches, principles and skills for self reliance.

- Attain appropriate knowledge skills and attitudes as fundamental for technological and industrial development.
- Promote patriotism and national unity.

2.4 Geography Curriculum in Schools

The position of Geography as a senior secondary school subject in (year 11 and 12) in Australian schools was at its climax although its reputation has decreased in recent years. This tendency is evident when evaluating the proportion of year 12 students registered in Geography in 1989 (20.9%) with 1993 (17.7%) (Board of Secondary School Studies, Statistics Bulletins, 1994). Similarly, there was a decrease in year 12 Geography students' figures of 324 compared with which improved by 3976.

The drop off in Geography student figures is often attributed to the beginning of a bigger assortment of subjects into the secondary school syllabus. Particularly, other 'combined' Social Science subjects such as the learning of Society and Legal studies have offered many learners great concern that might previously had selected Geography at the Year 11 and 12 level. As a result, it is not astonishing to establish that the surfacing of Studies of people and surroundings as a National and state prime learning area is professed by a lot of geographers to threaten the place of the subject in the schools. Even though Geography is incorporated in the studies of Society and environment curriculum up to year 10, it is taught in an integrated way slightly than discipline explicit approach (Ainley et al., 2010).

2.5 Status of Geography Subject

In many countries of the world, Geography subject in the senior secondary school level is optional. According to the national geographic journal (2008) even in the most developed countries the subject's future is uncertain owing to its diminishing popularity

as an optional subject in secondary schools. In Britain, for instance, Tripney (2011) indicates that the number of students taking Geography in GCSE declined by 7.1% from 194,599 in 2010 to 180,739 in 2011. This situation replicated in Australia where Bliss (2005) observed a marginal decline in the candidature of Geography of 7.3% between 2006 and 2007. Such declines have also been observed in developing countries like those found in Africa. Good examples of these are the findings of UNESCO report 2012 in African countries which, found not only poor performance in the subject but also low candidature in Geography in secondary schools.

The only contrary finding is by Adeyemi (2009) in Botswana who revealed an increased preference of Geography by students because of its relationship with their intended careers. With the introduction of 8-4-4 curriculum in secondary schools in Kenya in 1985, Geography was among the compulsory subjects offered. The republic of Kenya (1988), in a report prepared by the presidential working party on education and manpower training for the next decade (the Kamunge report) noted that the aim and goals of secondary schools curriculum could not be adequately attained because the curriculum was criticized as being overloaded in terms of content and the number of subjects studied and examined. The recommendation of the Kamunge report led to the review of the curriculum in 1992, reducing the number of subjects that candidate sit in the KCSE, from ten to eight. The curriculum was reviewed in 2005 to reduce further the examinable subjects from a minimum of eight to seven.

According to KNEC (2021) results analysis, Geography has been posting the least performance among the humanities offered. In addition, the subject had a broader syllabus content full of many practical areas like photograph work, fieldwork, map work and statistical methods KICD (2005). The situation is even made worse by

inadequate teaching-learning resources. It is against this background that may have contributed to a decrease in enrolment of Geography at form three every year.

2.6 Subject Selection in Secondary School

Selecting subjects in high school is a crucial first step in choosing a future career. The majority of secondary school students lack trustworthy information on potential job paths. Arasa (1995) asserts that a person's choice of employment is highly influenced by a number of elements, including personality, interests, self-concept, cultural identity, globalization, role models, social support, and the accessibility of resources like money and knowledge. However, Aswani (1992) notes that many students choose courses that they enjoy and that help them advance in their future employment.

In the Australian setting, Brun (1978) found little evidence that students' choice of subjects was influenced by their lack of access to an information pamphlet regarding subject choice that the study's participating schools had distributed. The findings showed that data regarding subject preferences was gathered primarily through unofficial channels and involuntarily. It was generally determined that because students lacked sufficient and accurate knowledge about geography as a topic, they were unlikely to make the best decisions. Many schools provide a range of career-related services and information resources to facilitate the decision-making process, but little research has examined the value and usefulness of this support for students (Adeymi, 2001).

According to Education Information Center (2006), secondary school schooling in Kenya is intended at addressing the requirements of the students who stop their schooling after secondary school as well as also those who continue to tertiary education. Secondary school curriculum in Kenya is a core type design where there are

core subjects and electives which are expected to take care of individual student's needs and interests. Maweu (2005) asserts that advancement in any given subject leads to a career field related to that subject. Therefore, as students study various subjects they gain knowledge, develop interests and are highly poised to prefer careers based in the subjects they enjoy most.

The required secondary school subjects are classified into five groups as follows: Group 1: English, Mathematics and Kiswahili; Group 2: Biology, Physics, Chemistry, Physical Science and Biological Sciences; Group 3: History and Government, Geography, Christian Religious Education, Islamic Religious Education and Hindu Religious Education; Group 4: Home Science, Art and Design, Agriculture, Woodwork, Metal work, Building and Construction, Power Mechanics, Electricity, Drawing and Design and Aviation Technology; and Group 5: French, German, Arabic, Music and Business Studies (KICD, 2013). The subjects in group 1 are compulsory for all students. The students are also required to select at least two subjects from group 2 whereas in the other groups students choose the subjects freely. The choice of subjects depends upon what each of the specific schools offer. This in turn depends on the resources and teaching personnel available in the specific schools.

The Kenya National Examination Board (2009) observes that Geography is among the subjects which have experienced a decline in terms of number of students taking it up to the final years. In 2009, 112,446 students registered for geography country wide. However, the number declined to 111,646 in 2010. This shows that there was a tremendous decrease among the geography students between year 2009 and 2010. It is therefore against this background the study sought to find out the determinants of

students' choice of geography as an optional subject in secondary schools in Kipkomo sub-county, West Pokot County.

2.7 Influence of Students' Attitude towards the choice of Geography as a Discipline

According to Nkosana (1998), Students may not be held accountable if teachers believe the subject is unimportant to the point where they do not place much emphasis on teaching it. In a research conducted in Nairobi's secondary schools, Agwata (1996) found that pupils who quit economics said the subject was too complex and abstract for their level.. It is often true that students attitude towards a subject will affect the overall outcome in national examinations. The negative attitude towards Geography may originate from the fact that much of its content includes concepts and diagrams that are too abstract for learner's to easily comprehend. The use of appropriate local examples by teachers to help foster an understanding and arouse interest in the subjects is limited and as a result there has been a low number of students taking Geography at form three level. It is in this regard that the researcher aimed at establishing students' attitude towards Geography in Kipkomo Sub-County to ascertain what determined the low enrolment of the subject.

According to John and Moyer (2018), attitude is a broad, enduring opinion or sentiment, whether favorable or unfavorable, regarding a particular topic or someone. Students' attitudes toward geography are a reflection of their overall opinion of the topic, as well as their positive and negative sentiments regarding its relevance and worth, difficulty, and self-efficacy (Kithungu, 2015). For example, a positive attitude towards geography teachers is likely to influence students' choice of geography. Additionally, the attitude that the school holds towards the geography as a subject will influence whether

adequate teaching and learning resources will be availed for the subject. For this reason, the attitude of students towards geography is likely to influence whether they choose to pursue it as an elective subject or not.

Kubiatko, Janko and Mrazkova, (2012) analyzed the attitude of Czech students towards the study of geography. The study aimed to determine whether the gender and level of the study influenced the choice of geography. The study found out that the grade level had an impact on students' attitude towards geography subject while the gender had no influence. All in all the attitude of students towards geography tended to change as they progressed from one grade to the other. The study recommended that teachers need to relate geography lessons with real-life issues such as climate change. Furthermore, teachers should adopt learner-oriented inquiry and intensify the acquisition of geographical skills among the learners. What is different about the study is that Czech students did geography throughout their grade level, but in Kenyan case, they must choose from among the humanities. It would, therefore, be interesting to establish if students' attitude towards geography in Kipkomo sub-county changed as they progressed from form one to form three whereby, they were expected to choose from other humanities as an elective core subject.

Onuoha and Eze (2013) explored students' attitudes towards the choice of geography. The study targeted students from high schools in Enugu estate. It relied on descriptive research design and random sampling technique to sample both male and female students from the targeted secondary schools. Data was gathered with the aid of a Geography Attitude Scale. The results revealed that students' attitude towards the study of geography was positive hence most of them pursued it as a core subject. The study recommended that the government should award geography students with scholarships

to enhance positive attitude towards the subject. Again, the government should employ more qualified geography teachers. Besides, the schools should be fully equipped with geography teaching and learning resources. While the study established that students' attitudes influenced the choice of geography, it did not clarify whether students had to choose geography from other subjects. Furthermore, it did not indicate the specific cohort of students that were targeted in the secondary schools.

Weiss (2017) investigated students' attitude towards geography when exposed to a learning environment that is problem-based targeting high schools in Illinois, United States of America. The focus of the study was to establish if any differences existed among the students before and after exposure. The study revealed that there were no differences elicited in students' attitudes towards geography after the exposure to a learning environment that is problem-based. The implication of the study was that the study of geography should be more learner-centered and practical for students to develop greater interest in the subject. The study differs from the current study in that in the former students attitude is measured after being exposed to a learning environment that is problem-based while the current study was aimed at establishing whether students' attitude towards geography influences their choice of geography in secondary schools.

A further study by Ozdemir (2012) investigated the attitude of high school learners towards the geography subject. The unit of analysis was students in Karbuk high school. The study made use of Geography Attitude Scale to gather information on students' attitude for a period ranging from 2011 to 2012. The results demonstrated that although there was no relationship between the students' attitudes and gender, they did love geography. According to the study, geography instructors should establish appropriate

learning environments for the topic. Additionally, field trips to appropriate locations could be crucial for fostering a positive attitude and interest in geography. Therefore, the goal of the current study is to determine whether attitudes and the geography course that students choose are related.

Opoku (2019) examined Ghanaian students' attitudes regarding geography in yet another study. Male and female students from just two Ghanaian public high schools served as the unit of analysis. To discover more about the students' attitudes toward the issue, interviews were used. According to the study, most students had a favorable opinion of geography because of its application to human life. For teaching and learning to be effective, it was suggested that teaching aids be made available. Projectors could also be used more frequently to aid students in understanding geographical concepts. Nevertheless, it was not determined whether the students' attitudes affected the geography they chose. Therefore, the research aims to determine whether students' attitudes affected their choice of geography.

According to Nkosana (1998), students may not be held accountable for sharing a teacher's attitude if the instructor feels that the subject is unimportant to the point where they do not place much emphasis on teaching it. Agwata (1996) in his study in secondary schools noted that students dropped Economics because to them the subject was too difficult and abstract for their level. It is often true that student's attitude towards a subject affects the overall outcome in national Examinations. One possible explanation for the unfavorable perception of geography is that a large portion of its material contains ideas and illustrations that are too abstract for students to understand. Teachers rarely use relevant local examples to promote comprehension and spark

students' interest in the subject. The impact of students' attitudes regarding geography enrollment must be ascertained.

Husen et al (1978) points out that teacher's attitude towards teaching would affect teaching styles in such a way as to bring out a difference in students outcome. Mwangi (1986) found out that teachers negative attitude are being reflected on students poor performance. Twoli (1986) agreed that teacher's behaviour and attitude are important variables which account for students' achievements.

According to Mbiti (1991), many instructors entered the field merely because they were unable to find employment that suited them, and the teaching profession frequently draws applicants who are not really interested in it. There is little data on the connection between geography students' enrollment and teachers' attitudes toward their work. Therefore, it is important to identify the relationship that will be used to develop strategies for suitably altering the mindset in order to increase students' enrollment in geography classes.

Lastly, Kidman (2018) investigated how students felt about geography. 405 high school students in Samsun, Turkey, were the study's target population. According to the analysis, geography was the fourth most popular topic among students. Additionally, it was discovered that the manner geography teachers presented the topic was the reason for the good attitude toward it. Due to the increased interest in the subject, more students chose to study geography as a core subject in high school. This suggested that improved learning results and more enrollment in geography could result from a better alignment between the curriculum and the interests of the students. The study's flaw was that it only looked at students; it ignored teachers, who also influence students' choice of geography. Furthermore, it is unclear whether students' attitudes

influence their choice of geography course because the study did not specify whether the approach was qualitative or quantitative. In order to provide a comprehensive understanding of the elements influencing geographic choice, the current study fills in the gaps that have been found.

2.8 The influence of availability of teaching and Learning Resources and Low Enrolment in Geography

According to studies (Ashaver & Mwuese, 2013; Save the Children 2017; Harichandan, Shaik & Sunni, n.d.) These resources include textbooks, video, audio and visual aids, printed materials, graphic materials, maps, sketch maps, pictures, photographs, film stripes, tape recording, radio films, diagrams, thermometers, barometers, wind vane, rain gauges, geography lab equipment, projectors, and computers, according to studies These instructional resources are crucial in impacting students' learning. They should be used by the teachers when covering main points and concepts, clarifying the relationships between material objects and concepts, and guiding teachers in teaching as well as to facilitate learners to participate in learning, overcome language barriers as well as understand and retain important learned content (Harichandan, Shaik & Sunni, n.d.).

According to Falode et al. (2016) notes that instructional resources stimulate students' positive attitude towards learning process. This is evidenced in the fact that learners who learn without textbooks perform lower in their test grades compared to those who learn while having textbooks (Chicagos and West, 2010). Sarkar (2016) has found out that there was limited use of geography instructional resources in West Bengal. UNESCO (2012) also has found these instructional resources insufficiently provided in the rural schools in Southern Africa.

Artvinil (2017) despite the difficulties, geography teachers are keen to use the available technology in the classroom, according to an analysis of their opinions on creative geography instruction. These challenges might be related to how to use those technologies. Relatedly, a study by Gatsinzi, Ndayisenga, Mukamazimpaka & Kabeja (2020) on enhancing quality education in poorly resourced and overcrowded classrooms in public schools of Gasabo district, found out that provision of adequate instructional resources as key to addressing the issue of quality education.

Gaudence, Too, & Nabwire (2013) examined how geography is taught in schools in Western Kenya's Homa Bay district using video resources. It was demonstrated that watching videos improved learning achievement through comprehension, engagement, and retention using an experimental study design that included pretest and posttest control groups. In Zimbabwe, a research by Mupa and Chinooneka (2015) found that textbooks and syllabuses were the only educational resources used in classrooms. It is possible to prevent the disparities that result from teaching and learning by utilizing didactic materials created from locally accessible resources, such as textbooks, that mirror the curriculum (Williams, 2016). The World Bank (2014) states that an education system's quality is determined by how well its resources are transformed in schools.

Sarkar (2016) investigated the use of geography teaching aids in West Bengali high schools. The results of a survey research design showed that geography teaching resources were not being used to their full potential. Additionally, it was discovered that a variety of educational tools were not being utilized consistently. According to a 2012 UNESCO assessment, Eastern and Southern African rural schools lacked enough instructional materials. According to Chicagos and West (2010), students who did not

have textbooks performed noticeably worse on tests than those who did. Falode et al. (2016) discovered that a computer simulation instructional package encouraged students to have a favorable attitude toward the teaching and learning of geography.

UNESCO report (2012), stated that the methods employed by teachers to teach a subject are to a very large extent influenced by the kind of resources available in school. This is the reason as to why Geography teachers should try and make their subject real (Hill, 1995). Geography demands high investment in terms of practical equipment, cartographic and photographic devices as well as colossal budget for fieldwork and excursions which are lacking in many developing countries. Bitsoc and Fouriel (2012) in their study of three African countries of Botswana, Lesotho and Tanzania revealed a serious shortage of textbooks with textbooks pupils' ratio of 1:20. The report further indicated that where libraries existed, limited books were there. These findings were also similar to the one of Otworu (2007) whose study in Kisii, Kenya found that audio visual and other necessary equipment for practical Geography were missing in many schools. The cost of procuring these resources is a major limiting factor in acquiring resources in schools for effective teaching of Geography.

According to Munguti (1984), the majority of schools had numerous challenges when it came to resources for instruction and learning. He noted that the teaching of mathematics is negatively impacted by the absence of teaching aids, stationery, and textbook support (reference) books. Munguti went on to say that a lack of funding results in a lack of teaching materials for geography and mathematics, among other topics.

According to Bishop (1985), materials resources are crucial for implementing curricula and achieving syllabus goals since they each have a certain function to perform in this

endeavor. According to Thundhlana (1998), a range of instructional resources and methods are required in order for the educational system to generate graduates who are capable of exploring and taking use of what their surroundings have to offer. Teaching and learning resources are essential for geography instruction to be successful.

In general, student enrollment is negatively impacted by a lack of learning and teaching resources. Twoli (1996) discovered a high correlation between student achievement and the use of teaching and learning tools. Kathuri (1990) noted that while instructional materials may not be excellent overall, they are crucial in some contexts or for particular subjects. Among the issues with the 8.4.4 curriculum implementation, according to the Republics of Kenya (KIE 1990), were a lack of resources, a teacher shortage, and financial constraints. It is true that having access to teaching and learning resources improves the subject's educational process.

Given these perspectives, it is clear that the availability and utilization of resources have a significant impact on students' performance and enrollment in geography classes. By establishing this influence, it is hoped that school administrators and teachers will be better able to make sure that the resources and instruction required for successful geography learning and teaching are available.

According to Bishop (1985), human resources are crucial for implementing curricula and achieving syllabus goals. According to Ayot (1988), in order to properly execute a curriculum innovation, there needs to be a sufficient supply of skilled personnel in the area. However, he pointed out that there is a severe teacher shortage in many schools. This is in line with Mbiti's (1981) argument that schools lack the manpower to teach some courses. According to Boardman (1985), two teachers who are quite different from one another may make the identical curriculum seem very different to the students.

Teachers of geography are demoralized by the lack of adequate funding to purchase necessary teaching-learning materials, which forces them to employ the dull lecture style of instruction that bores and disinterests pupils (Bett 1986). When a subject is given as an elective, students avoid it because they are not interested in it. Consequently, only a small percentage of students enroll in geography courses. The goal of the current study was to determine whether or not students' choice of geography was influenced by the availability of teaching and learning resources.

2.9 Influence of students previous' Performance and Enrolment in Geography

Performance in examinations reveals the standards of teaching and learning that have been achieved by teachers and students. According to Bett (1986) since success is measured by the ability of a student to pass final examination, average performance in any subject predicts the number of students opting for it in the subject choices. Ibid, further argues that good performance in both internal and external examination in any subject creates an academic discipline, commitment and desire to pursue the subject to the tertiary level. When a subject is posting a good trend in performance it will attract more students opting to take it as optional. Njuguna (2004) found out that public examinations are regarded with reverence where results are waited for with a lot of anxiety because of the meaning they carry for the future of the student. Basically, KCSE is a form of summative evaluation which measures outcome of the learning process rather than the process itself. In most cases Geography ranks as the worst performed subject in category of humanities. Lazarowitz and Lazarowitz (2006) in Israel did a study which revealed that students tend to choose their subjects in science based on personal factors like the liking of the subject and performance of the subject. Negative attitude in a subject makes a learner ill prepared and less confident to handle the examination. Poor performance in a given subject creates a belief in many students that

the subject is hard. This encourages the students to drop such a subject wherever an opportunity present itself during subject selection hence low number of students enrolling in Geography. Further students' previous performance in KCSE may influence students' choice of geography at form three level. In some school's student's choice of geography is influenced by their individual performance at form one and two. Below is a summary table presenting student performance in geography at KCSE level in Kipkomo sub-county between 2018-2021

Table 2.1: Summary of Student's Performance in Geography in Kipkomo Sub-County (2018-2021)

Year	Percentage of Grades		
	(A-B) (%)	B to D+ (%)	D-E (%)
2018	5.56	33.33	61.11
2019	9.30	49.00	41.70
2020	10.68	43.99	45.34
2021	2.75	73.47	23.78

Source: Kenya National Examinations Council 2018; 2019; 2020; 2021.

From the above table, the trend in performance may influence whether a student in form two will select Geography or not. In this context the current study sought to establish whether past K.C.S.E performance has influence on students' enrolment in Geography as a subject.

2.10 The influence of School Policy on Enrolment in Geography Subject

In a survey on subject choices in secondary schools on students of Chinese background in America, Sian (1998) found out that some students chose the subjects according to the structure that the school imposed on the choice to be made. Porter and Whitney (2010) identified two key policy requirements that constrain student choice of subjects. The first policy is on timetabling of the line or block structure where two or more subjects are blocked together and taught at the same time. This confines a student to a

particular line of choice. For example, if Geography is blocked with Physics and taught at the same time, it means that a student who chooses physics has to automatically drop Geography. According to Elimu document (2012), a website for all learning institutions in Kenya, in many schools, CRE has been made compulsory giving it more preference than Geography and History. In some schools a student is only allowed to take Geography if his science of choice is Physics. This arrangement limits the democratic space of students willing to proceed with the subject thereby checking the candidature of the subject in the KCSE. The second policy identified by Porter and Whitney (2010) as affecting students' choice of subject is the academic standards imposed by the school. For instance some schools require that a student get a certain minimum score in a given subject for him or her in order to be allowed to take it as an option. This policy has been to a large extent blamed as the one responsible for pushing many students to CRE and History which are better performed in many schools as observed in a Geography workshop by Jicho four production's (1st July 2009) in Nakuru, Kenya on advice and guidance.

Another policy area concerns subject combination denotes the subject grouping of optional subjects adopted by public secondary schools. Thus, school subject combination refers to the school's policy on choosing elective subjects. In Kenya schools' subject packaging of the elective subjects influences subject choice by encouraging the selection of particular subjects. Example, the placement of the geography subject in the timetable against other humanities subjects affects its choice. The influence of subject combination on the choice of geography has received limited attention from scholars. Studies that have attempted to establish if a link exists between subject combination and choice of subject have focused on other subjects other than Geography.

Rodeiro (2007) conducted a study in England to establish the why Advanced level learners had a preference for one subject as opposed to the other. It was found out that students' choice of a subject was dictated by the subjects the school offered. In most cases, the A level learners had to settle on a subject because their preferred subject was not offered in that particular school. In some cases, the learners had to change their schools so that they could pursue their subject of choice. The implication is that school subject combination influences the choice of subject. The study recommended for a diversification of the humanities subjects on offer at the Advanced level so that learners are not limited in their choices.

Ida, Yuda and Shimura (2014) explored the reasons behind declined enrolment in the geography subject in Japan. The study established that in the past, almost all first-year students studied Geography. However, due to the neglect in the geography curriculum and policy change that made the subject elective, the enrolment numbers declined. The researchers recommended that the Japanese school system should direct more efforts towards the subject since it is instrumental in understanding global environmental issues and the mechanism of a natural disaster.

Brysch (2014) investigated the status of Geography education in the United States of America. The findings indicated that despite Geography being a core academic subject, there is no dedicated federal funding stream for Geography education. Apart from that, the author termed the assessment in Geography as a deficient. The study recommended that the federal government needs to dedicate consistent funding for Geography education. Besides, the National Assessment of Educational progress needs to continue monitoring assessments in geography studies.

Akinnuoye et al. (2015) conducted an analysis in Malaysian secondary schools to determine whether school-related factors affected the Geography subject selection. The appropriate ministry provided information on the curricula, and questionnaires were used to gather student opinions about geography. Based on the findings, it was evident that the limited Geography curriculum and resource limitations led to geography being deemed an elective subject. The absence of adequate Geography facilities in schools exacerbated the problem by making students uninterested in the subject, which resulted in significant attrition rates. The report suggested that the government provide more money to support resources for teaching and learning.

In order to determine the elements that influenced secondary school pupils' choice of Geography in both England and Wales, Weeden (2007) conducted an investigation. The 14-year-old batch of students was the subject of the study. The ten years from 1996 to 2006 were the study's primary emphasis. Even though the schools had the competence to teach the General Certificate of Secondary Education (GCSE), fewer students were sitting for the exam, which served as the impetus for the study.

The methodology was qualitative as the focus was on reviewing the literature on students' low enrolment in Geography. The analysis indicated that the schools' policy on subject combination determined the subject chosen by the learners. There were instances whereby the subject was offered on individual schools hence had to settle on a major that was not their preferred choice. The gap in this study is that the key stakeholders, the students and teachers were not interviewed. The study, therefore, cannot authoritatively state that school subject combination is a determining factor of subject choice. This gap was addressed by focusing on primary data that was obtained from students and teachers from public secondary schools in Kipkomo sub-county.

In Africa, Ndalichako and Komba (2014) concentrated on the elements that affected Tanzanian high school students' decision to study Geography. Through deliberate sampling, the study focused on students at 18 Tanzanian high schools. Information on the elements influencing students' subject choice was gathered through interviews, a documentary review, and an observation schedule. What determined whether to study the arts or the sciences was the main topic of discussion. According to the study's findings, most students chose the arts concentration because they had trouble understanding the science curriculum. Additionally, the school's subject-combination policy permitted students to choose fewer science courses and more art courses. The evaluated study's drawback is that it didn't concentrate on geography, which is the current study's area of interest. Furthermore, the learners' educational background—which is often very important in choosing a subject—is not mentioned. Therefore, with a focus on public secondary schools in Kipkomo sub-county, the study aims to close the gaps listed above.

Finally, Kithungu (2015) investigated the effect of school practices on students' choice of Computer Studies in Machakos County. The study was descriptive and utilized the census technique to sample principals, teachers and learners. The data was collected through the questionnaires indicated that the school procedure on subject selection, students' preferences and the placement of the optional subjects influenced the students' choice of Computer Studies. However, the focus on this study was on Group III subjects (geography, history and religious education specifically in factors determining low enrolment in Geograhly in secondary schools in Kipkomo sub-county.

2.11 Empirical Review

This section covered the following topics: how students' attitudes affect their choice of Geography course; how teaching-learning resources affect low enrolment in Geography course; how students' prior performance influences their choice of secondary school geography course; and how school policies regarding subject combinations affect the choice of Geography course.

Kubiatko, Janko, and Mrazkova (2012) examined Czech students' attitudes toward geography education. The purpose of the study was to ascertain whether the study's level and gender affected the Geography selection. The study discovered that while gender had no bearing on pupils' attitudes regarding geography, grade level did. Overall, as students moved from one grade to the next, their attitudes on geography tended to shift. According to the study, educators should connect geography teachings to contemporary concerns like climate change. Additionally, educators must to embrace inquiry-based learning and enhance students' geographical literacy. The study differs in that, while Czech students studied geography throughout their grade level, Kenyan students were required to select from a variety of humanities at the form three level. Therefore, it would be fascinating to find out if Kipkomo sub-county pupils' attitudes on geography changed as they advanced from form one and two, where they chose to take a humanities elective.

Onuoha and Eze (2013) investigated how students felt about their Geography selection. Enugu estate high school students were the study's target population. Both male and female pupils from the designated secondary schools were sampled using a random sampling technique and a descriptive research design. A Geography Attitude Scale was used to collect data. The findings showed that most students pursued geography as an

elective because they had a positive attitude toward the topic. According to the report, the government ought to provide scholarships to geography students in order to foster a favorable attitude toward the topic. Once more, the government ought to hire more capable geography instructors. Additionally, all of the teaching and learning materials for geography should be available in the classrooms. Although the study found that students' opinions affected their choice of geography, it did not specify whether geography was required of them or not. Additionally, it did not specify which particular student group was the focus of the secondary schools. Therefore, the current study tended to clarify the level at which the choice is made as well as the other humanities (history/CRE) that students choose from.

According to Falode et al. (2016), educational materials encourage pupils to have a positive attitude toward the learning process. This is demonstrated by the fact that students who study without textbooks receive poorer exam scores than those who use them (Chicagos and West, 2010). According to Sarkar (2016), the choice of subject was driven by West Bengal's restricted usage of geography teaching resources. In the same way. Additionally, UNESCO (2012) discovered that teaching and learning were impacted by the lack of instructional resources in Southern African rural schools.

In spite of obstacles, geography teachers were keen to use the available technologies in the classroom, according to Artvinil's (2017) analysis of their opinions on innovative geography instruction. These challenges might be related to how to use those technologies. Relatedly, a study by Gatsinzi, Ndayisenga, Mukamazimpaka & Kabeja (2020) on enhancing quality education in poorly resourced and overcrowded classrooms in public schools of Gasabo district, found out that the provision of adequate instructional resources as key to addressing the issue of quality education.

Gaudence, Too, and Nabwire (2013) looked into how video resources were used to teach geography in Western Kenyan schools in the Homa Bay district. It was demonstrated that watching videos improved learning achievement through comprehension, engagement, and retention using an experimental study design that included pretest and posttest control groups. In Zimbabwe, a research by Mupa and Chinooneka (2015) found that textbooks and syllabuses were the only educational resources used in classrooms. It is possible to prevent the disparities that result from teaching and learning by utilizing didactic materials created from locally accessible resources, such as textbooks, that mirror the curriculum (Williams, 2016). The World Bank (2014) states that an education system's quality is determined by how well its resources are transformed in schools.

Exam performance shows the level of instruction and learning that students and teachers have attained. Bett (1986) asserts that a student's success is determined by their ability to pass the final test and that the average performance in any given topic predicts the proportion of students who choose that course. He also maintained that a strong academic discipline, dedication, and desire to continue a subject to the postsecondary level were produced by performing well on both internal and external exams. A subject that is performing well will draw more students who choose to study it as an elective. Njuguna (2004) discovered that because public exams have significant implications for a student's future, they are revered and results are anxiously anticipated. In Kenya, KCSE is essentially a type of summative assessment that gauges the results of the learning process rather than the process itself. When it comes to the humanities, geography typically performs the poorest. According to a research conducted in Israel by Lazorowitz and Lazarowitz (2006), students typically select their scientific courses based on subjective criteria such as the subject's performance and

appeal. A student who has a negative attitude toward a subject is ill-prepared and less confidence before taking the test. Many students believe that a subject is difficult if they perform poorly in it. There aren't many students enrolled in geography since this encourages them to quit the subject whenever the chance arises during topic selection.

Rodeiro (2007) conducted a study in England to establish the why Advanced level learners had a preference for one subject as opposed to the other. It was found that students' choice of a subject was dictated by the subjects the school offered. In most cases, the A level learners had to settle on a subject because their preferred subject was not offered in that particular school. In some cases, the learners had to change their schools so that they could pursue their subject of choice. The implication is that school subject combination influences the choice of subject while the current study intended to establish if this was the case in Kipkomo sub-county West Pokot County.

Ida, Yuda, and Shimura (2014) investigated the causes of Japan's declining enrollment in geography classes. According to the report, nearly all first-year students used to study Geography. However, enrollment numbers decreased as a result of regulatory changes that made geography elective and curricular neglect. The goal of the current study was to determine whether it affects students' decisions to major in Geography.

Brysch (2014) investigated the status of geography education in the United States. The findings indicated that despite Geography being a core academic subject, there is no dedicated federal funding stream for Geography education. Apart from that, the author termed the assessment in Geography as a deficient hence affecting enrolment in Geography in USA.

In Malaysian secondary schools, Akinnuoye et al., (2015) did analysis aimed at establishing whether school factors influenced the choice of the Geography subject.

Data on the curricula was obtained from the relevant ministry while the perceptions of the students towards Geography were obtained with the use of the questionnaires. Based on the results, it was clear that Geography was made an elective subject because of the resource constraints and a wide syllabus on Geography. The situation was made worse by the fact that schools lacked sufficient Geography facilities hence learners were disinterested in the subject leading to high attrition levels in the subject. Similarly the current study noted low enrolment in Geography, limited teaching and learning resources and a wide syllabus. From the foregoing related studies, it is clear that student attitude towards Geography, availability of teaching and learning resources, student previous performance and school policy on the subject selection has a direct influence on student choice of Geography at Kipkomo Sub-county in West Pokot county.

2.12 Summary

There is adequate literature showing the possible determinants of students' choice of Geography in secondary schools. The possibility of students' attitude towards Geography as a factor contributing to low enrollment was observed. However in Kipkomo sub-county, the enrollment is so low that it points to a possibility of other factors beyond attitude and the factors experienced in other parts of the country, or a much worse situation of the same. Therefore, there is a gap of knowledge on the reasons for low students' enrollment in Geography in Kenya secondary schools. This necessitated for the causes of low enrollment in the specific set up and the level of gravity of the situation in the particular sub-county.

The four objectives of the study guided the literature review. The literature on the influence of students' aspirations on the choice of Geography subject indicated that learners chose the Geography subject to realize their future career aspirations (Greig,

2018; Adeyemi, 2009; Kipsaat, 2016). The reviewed studies indicated that the students chose the geography subject to become Geography teachers, pilots and meteorologists in future (Wachira, 2015). Overall, it was established that students' aspirations influenced a student's choice of Geography subject.

Regarding the influence students' attitude towards the Geography subject, the literature indicated that a positive attitude towards geography teachers is likely to influence students' low enrolment in Geography (Kithungu, 2015; Onuoha and Eze, 2013).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with the procedures that were used in the study. It deals with, the research design, study area, target population, sample size and sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures, data presentation and analysis and ethical considerations.

3.2 Research Design

According to Kombo and Tromp (2009), a research design is a plan for gathering and evaluating data that attempts to balance relevance with the goal of the study. According to Kothari (2009), research design serves as the blueprint for data gathering, measurement, and analysis. Therefore, using scientific methods of systematic data collection, analysis, and interpretation, the researcher will examine effective solutions to the problem in the research design and methodology (Mugenda & Mugenda, 2003).

This study adopted a descriptive survey research design. The descriptive survey research design was selected as it enabled the researcher to collect data by distributing a questionnaire and then compile, display, and analyze the results for clarification (Orodho, 2004). According to Gay (1981), descriptive surveys determine and report things as they are. Furthermore, this kind of research aims to characterize various items or occurrences, as well as potential behavior, attitudes, values, and personal traits (Mugenda & Mugenda, 2003). Good (1983) notes that descriptive research study, helps to secure evidence on existing situations and conditions and to identify standard norms to compare, present and hence plan for a way forward.. Descriptive survey research

design assisted in collecting generalizable information from human population whether homogeneous or heterogeneous (Robson, 1993).

This study collected data from respondents on determinants of students' low enrolment in Geography in secondary schools in Kipkomo sub-county, West Pokot County.

3.3 Research Approach and Methodology

This research adopted the mixed method approach. According to Creswell (2013), researchers may use qualitative, analytical and quantitative approaches an approach called mixed method. By using a variety of approaches in a single study, the researcher is better able to match the approach to gathering and analyzing data with the research questions.

The sustainability of this approach as Tashakkori and Teddlie (2010) observe, is based on its ability to balance efficient data collection in that, use of qualitative and quantitative methods complement each other often providing insight into different levels. In collection and data analysis both quantitative and qualitative data, will be triangulated.

3.4 Study Area

The study was undertaken in Kipkomo Sub-County, West Pokot County in the Northern Part of Kenya and located along Kapenguria-Lodwar road. It took into consideration county and extra-county schools. The region is surrounded by rugged terrain hence most of the area is inaccessible. The northern part of the area is sparsely populated with seasonal rivers. The study area was purposefully selected because it presents conditions that align with the research problem and allow for an in-depth exploration of the phenomenon under investigation. Existing literature indicates limited empirical studies within this context, despite documented challenges related to students enrolment of

Geography subject. The region's demographic and institutional characteristics make it representative of broader trends observed nationally, thereby enhancing the transferability of findings.

3.5 The Target Population

The target population in this study consisted of form three students who had dropped Geography, teachers of Geography and heads of departments of the 18 schools in Kipkomo Sub-County. The study targeted **1049** form three students in 18 secondary schools since they had already chosen their preferred humanities subjects, dropping geography in the process. The students would be in a good position to explain what prompted them into leaving out Geography.

The principals shape the perception and learning of the subject among the students in school. They were included in the sample to give their views on prevailing circumstances with the regard to the teaching and learning of Geography. They were selected because they were in charge of learning processes in schools and also guided on how subject selection was conducted in respective departments. Therefore, the principals' views with regard to subject selection are necessary.

Table 3.1: Target Population

School category	Target		Total
	Boys	Girls	
National school	219	116	335
County Schools	-	202	202
Sub-county schools	309	203	512
Total			1049

3.6 Sample Size and Sampling Techniques

3.6.1 Sample Size

A sample is a proportion of the respondents that is representative and ideal for analysis (Creswell, 2017). The features of the sample can be generalized to reflect the population from which it was obtained. (Best and Kahn, 2016). More often than not, studies are constrained by time, expenses as well as accessibility, thus necessitating the use of samples that are representative of the target population (Cohen, et, al., 2017). The study obtained data from both single sex, boarding and mixed day public schools in Kipkomo Sub- County, West Pokot County.

The sample size for the study was obtained using Yamane formula (1973) as follows:

$$n = \frac{N}{1 + N (e)^2}$$

Where n = required sample size

N = Population size

e= margin of error of the study set at $\pm 5\%$

Calculation

$$n = \frac{1049}{1 + 1049 (0.05)^2} = 289$$

n = 289 or 27.62% of the sample population

The study obtained a sample size of 289 which constituted 27.65% of the sample population. Mugenda and Mugenda (2012) posits that for descriptive research, a sample size ranging from 10-50% is deemed acceptable.

3.6.2 Sampling Procedures

From the sampled schools, purposive technique was used to identify the 289 geography students and simple random sampling to pick individual respondents. The 289 form three geography students involved in the study were provided with pieces of papers with a Yes and No labeling. The papers were folded and put in a container. The students picked one at a time from the container and those who picked Yes were recorded and included in the sample. The focus was on form three students since they had chosen the geography as their core subject.

Table 3.2 Random Sampling Techniques

School category	Target		Total	Sample		Total
	Boys	Girls		Boys	Girls	
National school	219	116	335	61	32	93
County Schools	-	202	202	-	55	55
Sub-county schools	309	203	512	74	67	141
Total	528	521	1049	135	154	289

In selecting the principals, 7 principals were selected using purposive sampling for they were deemed to possess the required information. Orodho (2012) deems purposive sampling as most appropriate when seeking expert opinion from participants with information on the problem under research.

3.7 Research Instruments

According to (Mugenda and Mugenda, 2003) research instruments are the means by which primary data is collected. The study being a survey made use of the instruments that apply to social sciences. The study in particular relied on the use of questionnaires interview schedule, and document analysis to collect data.

3.7.1 Questionnaire

A questionnaire is a research tool where the respondents provide their responses to questions asked in writing. According to (Gauthier, 1979), the questionnaire works as an essential means of communication between the researcher and the respondents. In addition (Seltiz, 1977), stated that the questionnaires that have a chance to come back are of attractive presentation, short, clear and easy to fill; are more convenient and can be administered to a large number of individuals simultaneously (Tuckman, 1999).

The five sections of the questionnaire were designed with form three pupils in mind. Data on students' backgrounds was gathered in Section A, information about their attitudes toward geography selection was gathered in Section B, teaching-learning resources were examined in Section C, the impact of prior geography performance on students' selection was examined in Section D, and the impact of subject combination policy on students' selection of geography was examined in Department E.

The questionnaire comprised; closed-ended questions which were accompanied by a list of all possible alternatives from which the respondents selected the response that best described their opinion.

The advantages of using questionnaire are that, they are less expensive and often offer great anonymity. However, questionnaires also have disadvantages like; low rate of response also prone to bias. To overcome problem of low rate of return the questionnaire was made short by having few questions (only 5 section).

3.7.2 Interview Schedule for principals

An interview schedule was used to collect supplementary data from the principals. This allowed the researcher to obtain more information that could not be collected through questionnaires and document analysis.

Analysis of qualitative data from the interview schedules for principals was done thematically through content analysis based on themes.

3.8 Validity and Reliability of the Research Instruments

3.8.1 Validity

Validity is when the instrument chosen for data collection is able to provide data that measures what one intends to measure and to provide a valid answer to one's research problem (Polonsky and Walter, 2004).

On the other hand, (Mugenda and Mugenda, 2003) says that, validity refers to the accuracy and meaningfulness of the inferences which are based on the results of a research. It is the degree to which results obtained from the analysis of data actually represents the phenomena under study. The content validity of the instruments was determined in two ways; first, the researcher discussed the items in the instruments with the colleagues in the department of the curriculum, instruction and educational media. Secondly, the researcher carried out preliminary research to familiarize with the informant and remove any form of ambiguity that might arise during the process of collecting data.

3.8.2 Reliability

According to Ingule et al (2001) reliability is the degree to which a test is consistent in measuring what it does or is supposed to measure. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over time (Mugenda and Mugenda, 2003).

Reliability was computed to determine the degree of consistency by responses that were elicited from the questionnaires. The Pearson product-moment correlation (r) whose

acceptance range reliability is 0.800 was used to compare the reliability of the questionnaire in the study. The formula is as shown:

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

Where:

r is the degree of reliability

X is the score obtained during the first test

Y is the score obtained during the second test

\sum is the summation sign

N is the number of scores within each distribution, that is, the total number of items.

Mugenda and Mugenda (2003) confirm that a coefficient of 0.8 or more implies that there is a higher reliability of the data. The responses obtained were computed using the above formula and reliability of 0.89 was obtained showing that the questionnaire was reliable.

3.9 Piloting of Research Instruments

A pilot study was conducted on the created questionnaires to guarantee their validity and reliability. During the piloting phase, research instruments were given to participants who were identical to the final study subjects in every way. The characteristics of the sample population and the pilot responders were identical. Based on the pilot subjects' responses, the study tools were modified. Schools in Kapenguria Sub-County that were not part of the study sample used the piloting instruments. Following this, changes were made to the study instrument to increase its validity and reliability.

In addition to identifying any ambiguities in the questionnaire, piloting helped determine whether the instrument elicits the kind of data that is expected and allowed for a meaningful analysis of the final data that will be gathered.

3.10 Data Collection Procedure

Before conducting the study, a permit from NACOSTI was sought after which through Moi University the researcher wrote a letter of introduction to the Sub- County director of education, Kipkomo Sub-County. The content of the letter included; the purposes of the study, time frame and sought permission for the researcher to conduct the study among the sample schools. Upon obtaining the authorization to conduct the study from the Sub-County Director of Education, the researcher introduced himself to the principals of the schools who verified and confirmed the permit of the study.

The questionnaires were then administered to the respondents and collected by the researcher after the respondents had filled them. Interviews were conducted at the convenient time of principals each principal was given 20 minutes to answer the questions as given in the interview guide and in between prompts were made to seek clarity on issues surrounding low enrolment of Geography.

3.11 Data presentation and Analysis

Data presentation is the process of converting numerical data by showing it in other forms which are not statistical while data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Kombo and Tromp, 2006). The data that was collected, was validated, edited and coded. The questionnaires were thoroughly scrutinized for any irrelevant responses from the respondents. The researcher then prepared a code book in coding the data to enhance entry into data sheets. Statistical package for the social sciences [SPSS] was used to

analyze the data. Descriptive statistics was used to analyze the questionnaires. The data was presented by in tabular form. Content of instrument that would not be quantifiable would be analyzed by content analysis. Data generated from the interviews were grouped into narrations, presented in themes that lend itself into patterns.

3.12 Ethical Considerations

The major ethical problem in this study was confidentiality of the school and education office records and respondents. Written communication to the administration of the sampled schools requesting for permission to carry out the study in their schools was done in advance. An official letter from the authorities like the university was first obtained by the researcher to enhance identification during the study. Confidentiality was observed at all times and all respondents asked to participate voluntarily and without disclosing their identity by not writing their names on the questionnaire. This was ensured honesty and openness. The information obtained was under full responsibility of the researcher as an individual and hence ensured that the information was safely kept and used for purpose of study only. The collected data was stored on paper short-term and stored electronically for purpose of future study. In addition, a permit from NACOSTI was obtained to enable the researcher to undertake the study.

3.13 Summary

The research methodology employed in the study and the justification for selecting the study method were the main topics of this chapter. In order to collect data from a relatively high number of cases at a specific time, the research methodology for this study was a descriptive survey. However, Onen and Oso (2001), Mugenda and Mugenda (2003), and Kothari (2009) were used to calculate the sample size. Questionnaires were utilized to gather data from Kipkomo sub-county's secondary

schools. The split-half method was employed to assess the research instruments' validity and reliability, and a pilot study was conducted to gauge their efficacy.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter contains data presentation, analysis, interpretation and discussion of findings based on the objectives. The findings are reported according to the research questions that were formulated from the objectives of the study. Each of the research objectives was taken into consideration, the study's findings on each question were presented, and the findings were then discussed. Each response's percentage occurrence to a specific question was computed and displayed. Thematic analysis of the study's themes and content analysis, which examines the contents of the themes, were used to examine the qualitative data. To make interpretation and visualization easier, the results are tabulated. Lastly, the responses from the different respondents are triangulated.

4.2 Response Rate

Response refers to the proportion of the sample that participated as intended in all the research procedures. All 289 students sampled (100%) filled in and returned the questionnaire. All the 7 principals interviewed fully participated in the research. This excellent rate of return was influenced by the length of the questionnaire and the willingness of the students and the principals to participate in the study.

4.3 Findings on General Information of the Respondents

4.3.1 Demographic Information of the Respondents

This section discusses the demographic information of the respondents namely form 3 students and Principals.

4.3.2 Demographic Information of the Students

The study sought to establish students' demographic information to identify demography related gaps within the study and how they influence the realization of the study's objectives. Table 4.1 highlights the results.

Table 4.1 Student's Demographic Information

Gender	Frequency(F)	Percentage (%)
Male	186	64.4
Female	103	35.6
Total	289	100
Age		
15 to 17 years	187	64.7
18 to 20 years	96	33.2
Over 20 years	6	2.1
Total	289	100

From the findings, 186(64.4%) of the students were male while 103(35.6%) of them were female. This clearly indicates that male students have a preference for the geography subject compared to their female counterparts. Concerning age, 187(64.7%) of the students were in the 15 to 17 years age bracket, 96(33.2%) of them are between 18 to 20 years while the least 6(2.1%) comprise those that were also over the age of 20 years. Majority of the students are within the 15 to 17 – year age bracket. This is usually the age bracket at which the bulk of students are attending form three.

The principals were asked to indicate their gender. Their response was as follows;

Gender	Number	Percentage
Male	3	40%
Female	4	60%
Total	7	100%

The result reveals that most of the principals were male 3 (60%) while female was 4 40%. This indicates that majority of heads of institutions were male although all principals were perceived to provide knowledge on student's choice of the geography subject.

Demographic Information of the Principals

The principals were asked to indicate their age brackets. Their responses are presented in table 4.2.

Table 4.2 Demographic Information of the principals.

Age in years	Frequency(F)	Percentage (%)
30-40	1	14.3
41-50	2	28.6
51-60	3	42.9
Above 60	1	14.3
Total	7	100

The finding reveals that most of the principals were above 50, where above 60, 1 (14.3%), 51-60 3 (42.9%), 41-50 2 (28.6%), and between 30-40 1 (14.3%)

This implied that most of the principals interviewed had adequate teaching experience and were able to give reliable responses to the questions. The principals were further requested to indicate their level of education. Their responses are presented in Table 4.3.

Table 4.3 Duration of being a principal

Year	Frequency(F)	Percentage (%)
Below 3 years	2	28.57
4-6 years	2	28.57
7-9 years	2	28.57
Above 10 years	1	14.29
Total	7	100

Data on the duration of being a principal revealed that on experience 2 (28.57%) had below 3 years, 4-6 years, 7-9 years, while above 10 years 1 (14.29%). These findings indicate that all of them were placed to give relevant and reliable responses about selection of Geography and could advise the students on the choice of geography and any other subject.

Presentation of Research findings and Analysis based on the objectives

This section presents the findings on determinants of students' low enrolment in Geography subject in public secondary schools in Kipkomo Sub- County, West Pokot County. Results of interview analysis of the principals are also presented.

4.4 Influence of Attitude towards Students' Low Enrolment in Geography

The first objective of the study was to establish the influence of student's attitude on their choice of Geography subject in secondary schools. The results are presented in Table 4.4

Table 4.4 Influence of Students attitude towards their choice of geography

Statement	SA	A	U	D	SD
The geography syllabus is overloaded	94 32.5%	133 46.0%	32 11%	20 6.9%	10 3.5%
The content of the geography subject is not enjoyable	90 (31.1%)	50 (17.3%)	49 (17.0%)	65 22.5%	35 12.1%
Geography is not an interesting subject	58 20.1%	91 31.5%	53 18.3%	48 16.6%	39 13.5%
Covering Geography syllabus is time consuming	86 29.8%	94 32.5%	50 17.7%	36 12.5%	23 7.9%

Source: Research data, 2021

The findings of the impact of students' attitudes about their choice of geography showed that the majority of respondents 94 (32.5%) highly agreed, 133, (46.0%), agreed, 32 (11%) were undecided, 20 (6.9%), disagreed, and 1(3.5%), severely disagreed, on whether the geography syllabus is overcrowded. This indicated that students felt the

Geography curriculum was too demanding and complicated, causing low enrollment in the course.

On whether Geography was not enjoyable, 90 (31.1%) highly agreed, 50 (17.3%) agreed, 49 (17%) were unsure, 65 (22.5%) disagreed, and 35 (12.51%) strongly disagreed. This suggested that the majority of students found Geography not enjoyable leading to low enrolment.

As to whether Geography is not an interesting subject 58(20.1%) strongly agreed, 91(31.5%) agreed, 53(18.3%) were undecided, 48(16.6%) disagreed and 39(13.5%) strongly disagreed. This implies that most students found Geography a difficult subject to understand which may have contributed to the reduced number of students taking Geography in form three.

Regarding the time taken to complete Geography syllabus the study revealed that, 86(29.8%) strongly agreed, 94(32.5%) agreed, 50(17.7%) were undecided, 36(12.5%) disagreed and 23(7.9%) strongly disagreed. This implies that the students regarded Geography as a time-consuming subject in terms of syllabus coverage and subsequently leads to few number of students enrolling in it.

Results from the interview indicated that majority of the principals were of the view that the trend on students enrolment over time has been declining. Principal P1 reported that;

‘Most students tend to drop Geography at form three level because they don’t see the linkage between learning Geography and their future career aspirations’.

Principal P2 further reported that

'I often feel like students are struggling with the subject, given that I have had reports time and again of students complaining and hence were not happy'

It is for this reason that, majority of the principals felt that that most students saw that Geography syllabus was too wide and that the subject was not interesting. As a result, many of them preferred other humanity subjects like C.R.E and History. The principals felt this scenario could have led to decreased enrolment in Geography over the years.

However, one of the principals P4 had this to say;

'felt that some students felt the weight of the subject was too much at form one how about at form three and four? On finding out why this was the case majority of the had been advised by their parents and friends to drop Geography'

These findings did not agree with Onouha and Eze (2013) who found out that the student's attitude towards Geography was positive and Ozdemir (2012) who indicated that high school students loved Geography. However, the results contrasted with the findings of Kabiako, et, al., (2012) who found out that learners' attitude towards Geography changed as they progressed from one grade to another.

4.5 Influence of Availability of Teaching and Learning Resources on Students

Enrolment in Geography in Secondary Schools

The second objective of the study was to find out the extent to which availability of teaching-learning resources influenced students' enrolment in Geography in secondary schools. The results are shown in table 4.5

Table 4.5: Influence of Availability of Teaching-Learning Resources on Students Enrolment in Geography in Secondary Schools

Type of resource	SA	A	U	D	SD
1. We do not have enough Geography textbooks in our school.	92 31.8%	106 36.6%	12 41.5%	30 10.3%	49 16.9%
2. Our school has enough Geography books for revision by students	44 15.2%	47 16.3%	14 48.4%	98 33.9%	86 29.8%
3 Our school does not have enough atlases to be used in teaching Geography	136 (47.1%)	59 (20.4%)	15 (5.2%)	24 (8.3%)	55 19.0%)
4. We do not have enough Globes to be used in teaching Geography in our school.	61 (21.1%)	86 (29.8%)	8 (2.8%)	70 (24.2%)	64 (22.1%)
5. We have enough charts in our school to be used in teaching Geography	30 (10.4%)	17 (5.9%)	60 (20.8%)	84 (29.1%)	98 (34%)
6.Our school has no laboratory for Geography subject	69 23.9%	143 49.5	9 3.1%	56 19.4%	12 4.2%
7. Our school uses fieldwork in teaching Geography	43 14.9%	50 17.3%	10 3.4	97 33.6%	89 30.8%

Source: Research data, 2021

The study sought to find out whether the availability of teaching and learning resources influenced student enrolment in Geography, the findings were as follows. On whether geography books were inadequate in school during geography lessons 26(11.1%) strongly agreed, 86(29.8%) agreed, 12 (41.5%) were undecided, 92(31.8%) disagreed and 73(39.6%) strongly disagreed, this implies that in majority of the schools, Geography books were not sufficient during Geography lessons in schools.

On whether the school had enough books for revision 44(15.2%) strongly agreed, 47(16.3%) agreed, 14(4.8%) undecided, 98(33.9%) disagreed and 86(29.8%). This revealed that most schools did not have enough books for revision by students. On whether the school had enough atlases to be used in teaching Geography, 136 (47.1%) strongly agreed, 59(20.4%) agreed, 15(5.2%) were undecided, 24(8.3%) disagreed and

55(19.0%) strongly disagreed. The results revealed that most schools did not have enough atlases to be used in teaching Geography.

On whether there was adequacy of globes used in the teaching of Geography subject 61(21.1%) strongly agreed, 86(29.8%) agreed, 8(2.8%) undecided, 70(24.2%) disagreed and 64 (22.1%) strongly disagreed. From the responses, it may be true that the globes are adequate in most schools but as to whether they were often, the students reported that globes were used sometimes hence contributed to minimal understanding of specific sections of the subject.

On whether charts were enough in their schools, 30(10.4%) strongly agreed, 17(5.9%) agreed, 60(20.8%) were undecided 84(29.1%) disagreed and 98(34%) strongly disagreed. From the responses, it is evident that many students disagreed that charts were not enough in schools. The findings revealed that students failed to acquire adequate skills especially in the practical part of Geography a contributory factor of the subject being rated as not enjoyable.

On whether the school had Laboratory for Geography subject 69 (23.9%) strongly agreed, 143 (49.5%) agreed, 9(3.1%) undecided, 56(19.4%) disagreed and 143(49.5%) strongly disagreed. This was a clear indication that most schools did not have Geography laboratories.

As to whether field work study was used for teaching Geography in their schools 43(14.9%) strongly agreed, 50(17.3%) agreed, 10(3.4%) undecided, 97(33.6%), disagreed and 89 (30.8%) strongly disagreed. The findings revealed that the majority of the school did not use field work as a teaching method which disadvantaged learners from acquiring practical skills and most of the topics that required fieldwork was taught

in class. The findings showed that students were unable to comprehend the topics that required practicals creating a lot of difficulty.

Results from the interview schedule on the possible reasons for the current state of Geography enrolment in the school, though majority of the principals cited the following reasons as likely to have contributed to low enrolment: inadequate personnel, subject was not interesting, students did not link good careers to Geography.

However, when asked individually, principal P3 mentioned that

My school is completely under resourced in Geography as a subject and also other humanity subjects. This could be the reasons why students struggle to learn the subject'

Principal P5 mentioned that

'the schools were under resourced, they often relied on capitation and issues of purchase of textbooks lately was the task of the government'

principals mentioned .on the issue of Geography syllabus some topics required practical experiences such as fieldwork and statistics. On whether the students were offered an opportunity to undertake this practicals Principals P4, P6, and P7 reported that

'their schools lacked means to transport students for fieldwork since they did not have a bus and no resources to finance for the trips'

Majority of the principals felt that although currently schools have adequate book resources supplied by the government, some schools felt that adequate books were provided for in other subjects, humanities especially Geography was under resourced. Equally, schools lacked other resources especially the digital resources which have tended to discourage students from taking geography.

On how to ensure schools have enough teaching learning Geography resources, majority of them indicated that it was upon the government to ensure adequate

resources are available in schools now that parents are unable to provide. Some of the schools even have inadequate geography teachers which discouraged students from continuing with geography after form two. The principals were of the view that the geography learning resources had a big role to play in making the subject interesting and hence orienting most students to choose it for enrolment in K.C.S.E.

The findings agree with Fouriel (2012), Otwor, (2007) who agreed that most schools did not have adequate geography teaching and learning resources and Falode et al. (2016) noted that instructional resources stimulate students' positive attitude towards learning process in Geography. Chicagos and West, (2010) aver that learners who learn without textbooks perform lower in their test grades compared to those who learn while having textbooks. The findings are supported by a UNESCO (2012) study which found out that diversity of instructional resources was not sufficiently provided in rural schools of Eastern and Southern Africa.

4.6 Influence of Previous Performance in Geography on Students Enrolment in the Subject in Secondary Schools

The third objective of the study was to investigate the influence of student's previous performance in Geography on their choice of the subject in secondary schools. The table 4.6 provides the findings.

Table 4.6 Influence of Previous Performance in Geography on Low Enrolment the Subject in Secondary Schools

K.C.S.E Performance	SA	A	U	D	SD
1. Our school has not been performing well in Geography at K.C.S.E	54 18.7%	138 47.8%	5 1.73%	67 23.2%	25 8.7%
2. In our school those who selected Geography after form three regretted their choice of subject	148 51.2%	59 20.4%	17 5.9%	45 15.6%	20 6.9%
3. My low performance in Geography in form two made me to drop the subject.	72 24.9%	109 37.7%	15 5.2%	36 12.5%	57 19.7%
4. Our school has done much to improve performance of Geography	51 17.6%	3 1.0%	8 2.8%	96 33.2%	131 45.3%

Source: research data, 2021

In regard to whether the school has been performing well in Geography and the influence the choice of geography, the results indicate that 54(18.7%) strongly agreed, 138 (47.8%) agreed, 5(1.7%) undecided, 67(23.2%) disagreed and 25(8.7%) strongly disagreed. This indicated that most schools in the sub-county have not been performing well in Geography which implies that most students dropped Geography subject due to the situation on performance.

In finding out the views regarding those who selected Geography in their school after form three majority regretted their choice of subject with 148 (51.2%) strongly agreed, 59 (20.4%) agreed, 17(5.9%) undecided, 45(15.6%) disagreed and 20(6.9%) strongly disagreed. The results indicated that the attitude of the students was negative a situation could have even compromise future students' choice of Geography subject.

As to whether low performance in Geography in form two made the student to drop the subject in form three 72(24.9%) strongly agree, 109(37.7%) agree 15(5.2%) undecided, 36(12.5%) disagree and 57(19.7%) strongly disagree. The results reveal that the

majority of the respondents agreed that performance in Geography in form two influence students' choice of the subject in form three.

As to whether the school has done much to improve performance in Geography, 51(17.6%) strongly agree, 3(1%) agree, 08(2.8%) undecided, 96(33.2%) disagreed and 131(45.3%) strongly disagreed. This implies that though the schools had tried to raise standards of performance in Geography, majority of the students were of the view that little has been done to improve performance in Geography subject.

From the interview, regarding previous performance of students in Geography and its influence on choice of the subject, majority of the principals agreed stating that poor or declining performance in the subject played a big role in determining the number of students who enrol in Geography. According to one principal P2

'performance level of a student in form one and two geography motivates the student to like the subject and hence prepares him or her for enrolment in geography in K.C.S.E examination'.

Principal P5 further stated that

'for lack of subject specialist it is very difficult for me to know the requirements of an individual students and subject on methods of teaching and resources needed' He felt that with motivation and availability of resources students can be motivated'

However, all the interviewed principals were of the view that there were other reasons influencing student choice of Geography which included a students' previous performance in geography. It was felt that it was necessary to motivate the student to like geography as it was an important subject that leads to lucrative careers like Geology, town planning and meteorology. However, most students do not seem to be aware of the career opportunities for those who take geography beyond K.C.S.E.

The findings herein are in line with Bett (1986) and Lazarowitz and Lazarowitz (2006) who argued that performance in a subject affected students' choice of the subject as it affects level of confidence and reiterates that good performance in both internal and external examination in any subject creates an academic discipline, commitment and desire to pursue the subject to the tertiary level. Poor performance in a subject creates a belief in many students that the subject is very difficult and more so encourages the students to drop such a subject whenever an opportunity presents itself. This helps to explain the low number of students enrolling in geography in K.C.S.E. A study by Njuguna (2004) found out that public examinations are regarded with reverence where results are awaited for with a lot of anxiety because of the meaning they carry for the future of the student.

4.7 Influence of School Policy on Students' Enrolment in Geography in Secondary Schools

The fourth objective was to examine the influence of school policy on students' enrolment in geography in secondary schools. The results are shown in table 4.7.

Table 4.7: Influence of School Policy on Students' choice of Geography in Secondary Schools

School policy	SA	A	U	D	SD
1. Timetabling of Geography in relation to other humanities in our school made me not to choose the subject.	129 44.6%	104 36%	9 3.1%	30 10.4%	17 5.9%
2. School sponsors have made subjects like CRE compulsory leaving the students with a limited choice of the second humanity subject.	162 56%	62 (21.5%)	10 3.5%	30 (10.4%)	25 (8.7%)
3. Our school does not have a clear policy on how to improve performance in Geography and this made me to drop the subject	101 (34.9%)	118 (40.8%)	8 (2.8%)	51 (17.6%)	11 (3.8%)
4. Performance of a subject in school has an influence my choice of geography	70 (24.2%)	148 (51.2%)	15 (5.2%)	20 (6.9%)	36 (12.6%)
5. Geography teachers influenced my selection of a subject	47 (16.3%)	104 36.0%	5 (1.7%)	68 (23.5%)	65 22.5%

Source: Research data, 2021

On whether timetabling of geography in relation to other humanities is the major factor that influenced me to select the subject 129(44.6%) strongly agreed, 104(36%) agreed, 9(3.1%) undecided, 30(10.4%) disagreed and 17(5.9%) strongly disagreed. This reveals that majority of the respondents agreed that timetabling is major factor in selection of geography.

Response as to whether the school sponsors policy on making CRE compulsory affected my choice of Geography 162(56%) strongly agreed, 62(21.5%) agreed, 10(3.5%) were undecided, 30(10.4%) disagreed and 25(8.7%) strongly disagreed. This implies that sponsors do have the policy of making CRE compulsory as revealed by the highest number of students that agree.

Whether schools do not have a clear policy on how to improve students' performance in Geography, 101(34.9%) strongly agree, 118(40.8%) agree, 8(2.8%) were undecided, 51(17.6%) disagreed and 11(3.8%) strongly disagreed. The results indicate that majority of the students agreed that lack of clear school policy on improvement of student's performance which is likely to influence the student's choice of geography. This may imply that most students have interest with other humanity subjects like History and Government and CRE and they seem to find concepts in these humanities to be easier to understand as compared to those ones found in Geography subject and thereby influence choice of geography.

In regards whether the school had specific performance target for students to choose Geography as a subject 70(24.2%) strongly agreed, 148(51.2%) agree, 15(5.2%) were undecided, 20(6.9%) disagreed and 36(12.6%) strongly disagreed. The results revealed that performance in Geography influences students' choice which suggests then that scores of students in Geography are directly proportional to their choice of the subject. Where the enrolment of the subject is low it means students did not meet the set target by the subject teachers.

On whether Geography teachers influenced my selection of the subject, 47(16.3%) strongly agree, 104(36.0%) agree, 65(1.7%) were undecided, 68(23.5%) disagreed and 65(22.5 %) strongly disagreed. Majority of the respondents agreed that teachers influence the choice of a subject

The findings from interviews on whether school policy influenced students' choice of Geography, majority of the principals said the subject was optional hence school policy would just serve as a guide. On the policy of making CRE compulsory one principal P6 stated that

'My school is sponsored by a specific religious organizations who provides the direction which the school is conducted on matters of faith'.

This therefore limits the student's freedom to choose other humanity subject hence the determine the choice of geography. Principal P5 stated that

'Timetabling and subject clusters has often affected students choice of subject, we have no alternative but to follow guided principles from the Ministry of Education and Teachers Service Commission'

Regarding how Geography is selected in relation to other humanities all of the principals said most students prefer History and Government and CRE to Geography because they are less abstract. Most principals indicated that schools tend to leave students free to choose any humanity subject of their liking. This has tended to affect the choice of geography in the subject.

The results agreed with Sian (1998) Porter Whitney (2010), and Elimu document (2012) who found out that school policy and structure of the school influenced students' choice of Geography. The results further agree with Elimu document (2012), Website for all learning institutions in Kenya that in many schools, CRE has been made compulsory giving more preference that geography and history. In some schools a student is only allowed to take geography if his/her science of choice is physics. This arrangement limits the democratic space of students willing to proceed with the subject thereby reducing the candidature of the subject at K.C.S.E. A study by Idda, et, al., (2014) in Japan also found out that decline enrolment in Geography was due to neglect in the Geography curriculum and policy change that made the subject elective. The results also are supported by a study by Kithungu (2015) who found out that the choice of Geography in public schools was affected by the school's policy in selection of humanity subject which included Geography, History and Religious education.

4.8 Summary of Chapter

This chapter dealt with presentation of data, analysis, interpretation and discussion of findings based on the objectives. The findings were reported according to the research questions that were formulated from the objectives of the study. The analysis was done by considering each of the research questions, giving the results of the study on the particular question and then discussing the results. Data which were quantitative in nature were presented in numerical, percentages while qualitative data were analyzed by thematic analysis presented as narrations. The results are tabulated for ease of interpretation and visualization and finally, triangulation of the responses given by the various respondents is done.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Introduction

This chapter presents the summary of findings, conclusions and recommendations and suggestions for further study are provided

5.2 Summary of the Findings

This section of the study presents a summary of the major findings as per the objectives.

It summarizes the results of influence of student's attitude on the choice of Geography subject, the influence of availability of teaching and learning resources on the student of enrolment Geography subject, the influence of previous performance on student enrolment in Geography subject and finally the influence of school policy on students' enrolment in Geography subject. The summaries are presented following the objectives of the study.

5.2.1 Influence of student's attitude on the choice of Geography subject

According to the students' and interviewed principals, the student's attitude towards the geography subject influenced the student's choice of Geography. From the findings 94 (32.5%) strongly agree and 133 (46%) that geography syllabus presented was overloaded and most of the time the students felt the teachers rushed through affecting the understanding of complex concepts, 58 (20.1%) strongly agree and 91 (31.5%) agree that geography subject was difficult due to the various reasons such as the contents of the subject which were scientific in nature. They felt this was too much and a number of students had a negative attitude towards Geography as a subject. The interviewed principals felt that most students had a negative attitude towards

Geography because of several reasons such as the subject syllabus was too wide and time consuming, the students at this level felt there was no link with their future career aspirations and that Geography was too difficult and not interesting enough to motivate them to enroll for it in K.C.S.E.

5.2.2 Influence of availability of teaching-learning resource on Low Enrolment Geography Subject

On influence of teaching-learning resources on students' choice of Geography, the study found that most schools did not have adequate teaching-learning resources for teaching Geography. It was also revealed that Geography books were not enough in school during geography lessons where 92(31.8%) strongly agreed while 106 (36.6%) agreed, though reference books, globes and atlases were adequate, 69 (23.9%) strongly agree and 143 (49.5%) agree that there were no Geography laboratories in a number of schools. In addition, majority of the schools did not have more than one Geography teacher. The interviewed principals revealed that some of the schools lacked the basic facilities and resources for effective teaching of geography. Majority of the principals felt that although currently schools have adequate book resources supplied by the government in other subjects, some schools felt that Geography was under resourced. This downplayed the essence of learning resources which occupy big role in making the subject interesting. Furthermore, some schools were understaffed with regard to the geography subject leading to low enrolment of students in Geography subject.

5.2.3 The influence of previous performance on Students' on enrolment in Geography subject.

Regarding the Influence of previous performance on students' choice of Geography subject, the study found that performance in Geography was low. The findings revealed that some school were not performed well at while on individual low performance as

reflected by 54 (18.7%) strongly agree and 138 (47.9%) who agree. This could be the reason that influenced the student to drop the subject. This was further affirmed by some students in form three who regret having selected the subject where 148 (51.2%) strongly agree and 59 (20.4%) agreed. This suggests that students preferred other subjects to geography owing to superior performance in these subjects. All the interviewed principals' views on how the student's previous performance at the form one and two levels motivated the students to enrol in the Geography subject. However, majority of the interviewed principals agreed other factors such as the manner in which teachers presented the subject, students' previous performance, guidance on navigating the subject among other.

5.2.4 Influence of Schools policy as a determinant of students' choice of Geography

The study discovered that students' choice of geography was influenced by school policies. According to the results, 129 (44.6%) strongly agree and 104 (36%) agree that the school's timetabling policy prevented students from choosing geography as an elective, while 70 (24.2%) very agree and 148 (51.2%) agree that geography performance influences geography choice. In particular, Kipkomo Sub-County's public secondary schools provided instruction in the three humanities—history and government, geography, and religion. Students were therefore given the chance to select the subjects they wanted to study. Nonetheless, the majority of principals surveyed stated that children had to do well in form two which is used to establish their personal preferences.

The principals who were interviewed all agreed that many schools had policies regarding the combination and selection of subjects. While CRE was made mandatory in certain schools, which restricted students' options for geography among the other

humanities subjects, in other schools, students who picked geography were required to forego science courses like physics.

The principals who were interviewed agreed that students' choice of geography was often influenced by school policies regarding subject combinations and choices. Timetabling and making certain subjects, like CRE, mandatory were among the policies.

5.3 Conclusions

The following conclusion was reached in accordance with the study's goals and findings: First, the study found that pupils had negative attitude about geography because they thought it was too hard, the curriculum was too extensive, covering the curriculum was tedious and uninteresting. This influenced their attitude towards the subject hence leading to low enrolment

Second, the study found that students' choice of geography topic was influenced by the teaching and learning materials available in schools. The study noted that although the government supplied textbooks to schools students and all interviewed principals agreed that textbooks were inadequate and all schools seemed not to have Geography laboratories. However, reference materials, atlases, and charts were deemed sufficient by both the students and the principals who were interviewed. According to the principals, fieldwork was infrequent because a number of schools lacked resources to facilitate the excursion. Also noted schools were understaffed.

Third, the study found that students' prior success in geography at the form two impacted their decision to study the subject. Many students chose the other humanities studies over Geography where the performance over the years is dismal. Both the students and the principals who were interviewed agreed that the choice of geography

course was impacted by both individual and school performance in form two and form four. A student's choice of geography is also influenced by personal variables, such as whether they enjoy the topic; if they don't, they won't enroll for it.

Lastly, both the principals who were interviewed and the students concurred that the school's subject combination policy affected the Geography course that the students chose. They all agreed that pupils' choice of geography was adversely affected by scheduling, school sponsors, and having a clear policy on subject choices.

5.4 Recommendations

Based on the conclusions of the study, the study makes the following recommendations

- I) That the attitude of students towards the geography subject should be improved through motivation by Geography teachers, career guidance and school administration. That teachers to adopt learner centered methods and teacher strategies that will encourage learner participation and interest early in form one in preparation for subject selection in form two
- (i) That school management should work closely with parents, Ministry of Education Officials and well-wishers to source and provide the much-needed teaching and learning resources in the geography subject area. Further the principal should be encouraged to set aside funds to facilitate the procuring of teaching and learning resources required to support teaching and learning of geography. The study felt this will create motivation and interest in students to enroll for geography subject
- (ii) That individual students performance in form one and two in the subject should be improved so as to attract more students towards the Geography subject. This is due to the fact superior performance to other humanities

subjects like CRE tended to weaken students' choice of the Geography subject. This means that the teaching of Geography should be made interesting and attractive to students early in joining a secondary school and that interest should be maintained throughout a students' secondary school course work.

- (iii) That the school management individual students and parents are encouraged to develop workable targets towards improved performance policy on subject selection at form two level. The varied strategies such as intrinsic and extrinsic motivation be adopted to improve students' attitude without which Geography as a subject will continue being negatively affected and choice of subject will always be at stake. The school policy on subject selection should be made flexible to allow students practice their democratic rights on choice of subject.

5.5 Suggestions for Further Research

There is need for more in-depth studies to be undertaken in other sub-counties in Kenya in order to strengthen the findings of this study. Hence, the following areas are recommended for further research:

- There is need to carry out research to find out the specific areas/topic in Geography which are difficult or challenging (or both) to students and teachers.
- A similar study should be carried out in other Sub-counties in Kenya to establish whether the findings apply to other areas to enable generalizations of the results of the study.

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APPENDICES

Appendix A: Research letter of introduction to participants

Pchumba Joel Kolinyong

Moi University

P.O Box 3900,

Eldoret, Kenya.

Dear participants,

I am a master of education student at Moi University carrying out a study to find out the determinants of students' choice of Geography in secondary schools in Kipkomo Sub-County, West Pokot County, Kenya. This study aims at providing some information that may explain how enrollment of students in Geography is done.

Your co-operation and assistance in completing the attached questionnaire will be appreciated. All responses will be treated with high level of confidentiality and will not be used for any other purpose other than this study.

Thank you in advance.

Yours faithfully,



Pchumba Joel Kolinyong.

Appendix B: Questionnaire for students

This Questionnaire is intended to collect data for academic purpose. The study seeks to establish the determinants of students' choice of Geography. All responses will be treated with high level of confidentiality and will be used for the research purpose only. Kindly tick (\checkmark) as appropriate.

Key

SA = Strongly Agree, A= Agree, U=Uncertain, D=Disagree, SD= Strongly Disagree

Section A: Background information of the students

1. a) Indicate your gender

Male () Female ()

b) What is your age bracket? 15 to 17 years () 18 to 20 years ()

Over 20 years ()

Section B: Influence of attitude towards students' choice of geography

In your opinion, to what extent do you agree with the following statements on how attitude influence students' choice of Geography

Statement	Response				
	SA	A	U	D	SD
1.The Geography syllabus is overloaded					
2.The content of the geography subject is enjoyable					
3. geography is not an interesting subject					
4. covering Geography syllabus is time consuming					

Section C: Influence of teaching-learning resources on students' choice of Geography

To what extent do you agree with the following statements on availability of Geography teaching/learning resources in your school.

Type of resource	Response				
	SA	A	U	D	SD
1. We do not have enough Geography textbooks in our school.					
2. Our school has enough Geography books for revision by students					
3a) Our school has enough atlases to be used in teaching Geography 3b) We do not have enough Globes to be used in teaching Geography in our school. 3c) We have enough charts in our school to be used in teaching Geography					
4. Our school has a laboratory for Geography subject					
5. Our school uses fieldwork in teaching Geography					

Section D: Influence of previous school K.C.S.E Performance on student's choice of Geography

To what extent do you agree with the following statement on your choice of Geography

K.C.S.E Performance	SA	A	U	D	SD
1. Although our school has been performing well in Geography at K.C.S.E, this did not influence my choice of the subject.					
2. My school has not been performing well in Geography at KCSE and this made me drop the subject.					
3. My low performance in Geography in form two made me to drop the subject.					
4. Our school has done little to improve student's performance in Geography					
5. My geography lessons are not interesting hence low performance.					

Section E: Influence of school policy on students' choice of Geography

This section seeks your opinion on how school policy influences students' choice of Geography.

SCHOOL POLICY	SA	A	U	D	SD
1. Timetabling of Geography in relation to other humanities in our school made me not to choose the subject.					
2. School sponsors make subjects like CRE compulsory leaving the students with a limited choice of the second humanity subject.					

3. Our school does not have a clear policy on how to improve students' performance in Geography and this made me to drop the subject					
4. Performance of a subject in school has an influence on a student's choice.					
5. Geography teachers influence selection of a subject hence influencing students' choice					

Appendix C: Interview Schedule for Principals

Section A: Background Information of Principals

1. Indicate your Gender Male () Female ()
2. What is your age? 30 – 40 () 41 – 50 () 51 – 60 ()
3. For how long have you been a principal?
 - Below 3 years ()
 - 4 – 6 Years ()
 - 7 – 9 Years ()
 - Above 10 Years ()

Section B: Interview schedule for the principals

1. What has been the trend of student's choice of Geography in your school in form three?
2. In your opinion, what makes students in your school to drop Geography in form three?
3. In your opinion, to what extent does the availability of teaching – learning Geography resources influence student's choice of the subject in form three?
4. What is the adequacy of teaching – learning Geography resources in your school?

5. How do you ensure that your school has enough teaching/learning Geography resources?

6. In your opinion, what is the influence of previous school performance in Geography on students' choice of the subject?

7. What is the school policy on students' choice of Geography?

8. In your view, to what extent does the preparation of timetable influence the student's choice of the subject?

9. How is Geography selected in relation to other humanities in your school?

Appendix D: Research Authorization

REPUBLIC OF KENYA



**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF BASIC EDUCATION**

-Email: elimu|cdwestpokot@education.go.ke

Web: www.education.go.ke

-cdwestpokot@yahoo.com.

When replying please quote date & Ref.

COUNTY EDUCATION OFFICE

WEST POKOT COUNTY

P.O. BOX 17

KAPENGURIA.

8th November, 2021.

REF: WPC/EDUC/ADM/1/28 VOL.2 (113)

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION – PCHUMBA JOEL -
NACOSTI/P/21/12572**

The above named person is a student at Moi University has been authorized to carry out research on “*Determination of students’ choice of Geography in Secondary Schools in Kipkomo Sub County, West Pokot County*” for the period ending 30th August, 2022.


Through this letter therefore, you are requested to accord him any necessary cooperation and assistance he may require.

**(ATINA NTABO)
FOR COUNTY DIRECTOR OF EDUCATION
WEST POKOT COUNTY.**

COUNTY DIRECTOR OF EDUCATION
WEST POKOT COUNTY
08 NOV 2021

P.O. Box 17, KAPENGURIA

Appendix E: Research Authorization



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION
OF NATIONAL GOVERNMENT

Telegrams: "DISTRICTER"
COUNTY COMMISSIONER
Telephone
Email: cwestpokot@gmail.com

County Commissioner
West Pokot County,
P.O BOX 1-30600,
KAPENGURIA

9th November, 2021

REF: OOP.CC.ADM.15/14 VOL.II/40

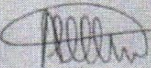
All Deputy County Commissioners
WEST POKOT COUNTY

RE: RESEARCH AUTHORIZATION
MR. PCHUMBA KOLINYONG JOEL – NACOSTI/P/21/12572

Reference is made to the Director General National Commission for Science, Technology & Innovation Ref. No.563567 of 23rd August, 2021 on the above subject.

This is to inform you that Mr. Pchumba Kolinyong Joel of Moi University has been duly authorized to carry out research on the topic "Determinants of Students' Choice of Geograph in Secondary Schools in Kipkomo Sub-County, West Pokot County for the period ending 23rd August, 2022".

The purpose of this letter therefore is to request you to accord him your cooperation, guidance and necessary assistance he may require during his tour of research.



(APOLLO O. OKELLO)
COUNTY COMMISSIONER
WEST POKOT COUNTY



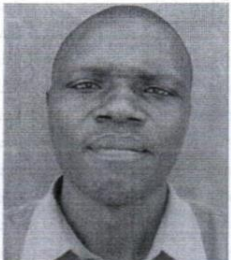


COUNTY COMMISSIONER
WEST POKOT COUNTY

Copy to:

COUNTY DIRECTOR OF EDUCATION
WEST POKOT COUNTY

MR. PCHUMBA KOLINYONG JOEL

Appendix F: Research License

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 563567	Date of Issue: 23/August/2021
RESEARCH LICENSE	
	
<p>This is to Certify that Mr. Pchumba Kolinyong Joel of Moi University, has been licensed to conduct research in Westpokot on the topic: DETERMINANTS OF STUDENTS' CHOICE OF GEOGRAPHY IN SECONDARY SCHOOLS IN KIPKOMO SUB-COUNTY , WEST POKOT COUNTY, KENYA for the period ending : 23/August/2022.</p>	
License No: NACOSTI/P/21/12572	
563567 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
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Appendix G: Plagiarism Awareness Certificate



SR877

ISO 9001:2019 Certified Institution

THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

PCHUMBA JOEL KOLINYONG

EDU/PGCM/1018/16

In recognition for passing the University's plagiarism

Awareness test for Thesis entitled: DETERMINANTS OF STUDENTS' CHOICE OF GEOGRAPHY IN, SECONDARY SCHOOLS IN KIPKOMO SUB-COUNTY, WEST POKOT COUNTY, KENYA with similarity index of 23% and striving to maintain academic integrity.

Word count:21291

Awarded by

Prof. Anne Syomwene Kisilu
CERM-ESA Project Leader Date: 16/06/2025