FACTORS INFLUENCING STUDENTS' CHOICE OF GEOGRAPHY IN PUBLIC SECONDARY SCHOOLS IN KIENI EAST SUB -COUNTY NYERI COUNTY, KENYA

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A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Education in the Department of Education, School of Humanities and Social Sciences of
Africa Nazarene University

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DECLARATION

I declare that this document and the research that it describes are my original work and it has not been presented in any other university for academic work.

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DEDICATION

This work is dedicated to Almighty God for his spiritual nourishment during the proposal writing phase. The thesis is also dedicated to my father Joseph Kaberia and Rebecca Karei, for their patience and inspiration to pursue further studies. Finally, I dedicate the thesis to my wife Caroline Njagi and son Briven Mongela for their moral support.

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ABBREVIATIONS AND ACRONYMS

CRE	Christian Religious Education
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
HoD	Head of Department
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
MOE	Ministry of Education
NACOSTI	National Council of Science, Technology and Innovation
SCT	Social Cognitive Theory
SLT	Social Learning Theory
SPSS	Statistical Package for Social Sciences
USA	United States of America

ABSTRACT

Geography is a fundamental subject at the secondary level of education. The subject is not only relevant to students who intend on pursuing geography as their career path but also to those that only pursue it at the secondary level of education. Despite this, the number of students choosing geography as a core subject has declined from 16.8% in 2014 to 14.8% in 2018. The main purpose of the study was to examine factors influencing students' choice of geography subject in public secondary schools in Kieni East Sub County Nyeri, Kenya. The study aimed at examining the influence of students' aspirations on the choice of geography subject, establishing the influence of students' attitude on the choice of geography subject, assessing the influence of parents on students' choice of geography subject, and examining the influence of the school subject combination on students' choice of geography subject. Social learning theory and social cognitive theory guided the study. The descriptive research design was adopted. The study's population comprised of 463 Form Three geography students, 57 geography teachers and 28 heads of department. Two hundred and ten students were sampled using a simple random sampling method. From each of the 26 schools, two geography teachers and one head of department were purposefully selected. Data were collected through heads of department questionnaires, geography teachers' questionnaires and students' questionnaire. Content validity was estimated by incorporating the views of content experts consisting of three lecturers from Africa Nazarene University. Cronbach's alpha for internal consistency was used to test reliability. The analysis of data was done with the use of frequencies, percentages, means and standard deviation. The hypotheses were tested at 95% confidence level using regression analysis. The findings of the study indicated that the students' in Kieni East sub-county chose geography because of its relevance to their career aspirations. Also, it came out clearly from the students, teachers and heads of department that the geography students have a positive attitude towards the subject. The multiple regression analysis that was used to test the four formulated hypotheses indicated that students' attitude had a positive and significant influence on the choice of geography ($\beta = 0.441$, $t = 6.412$, $p < 0.05$). Similarly, school subject combination had a positive influence on the choice of geography ($\beta = 0.272$, $t = 4.134$, $p < 0.05$). Moreover, students' aspiration had a positive and significant influence on the choice of geography ($\beta = 0.164$, $t = 2.675$, $p < 0.05$). However, parents had a negative influence on the choice of geography by students ($\beta = -0.184$, $t = 2.925$, $p < 0.05$). It was concluded that students' in Kieni East sub-county chose geography because of its relevance to their career aspirations. Also, students' attitude is a key determinant on whether they choose the geography subject or not. Moreover, the findings indicated that parents are not highly involved in the students' subject choice. Besides that, the public secondary schools offered all the group three subjects namely geography, history and government and religious education hence the students were not constrained to settle on a subject they did not intend to study. The researcher, therefore, recommends that it is utmost necessary for the geography teachers to acquaint students on the various career paths they could take with a background in the geography subject. Besides, geography teachers need to make it their priority to ensure that the geography lessons are interesting to learners. Further, the public secondary schools need to encourage the parents to be familiar with the school curriculum and ensure that there is an orientation for students on the criteria for choosing subjects.

OPERATIONAL DEFINITION OF TERMS

Career Aspirations: Refers to the future profession ambitions and expectations of students' in public secondary schools.

Curriculum: Refers to the course content planned for teaching students in public secondary schools.

Geography: Study of the earth's surface; its characteristic physical and human landscapes, and their formation.

Parents' Influence: Refers to the parents' impact on students' decision towards the choice of geography in public secondary schools.

Public Schools: Refers to schools registered and owned by the government through the Ministry of Education.

Students' Aspirations: Refers to the students' desire which they are motivated to work towards in public secondary schools.

Students' Choice: Refers to the process of students' selection of geography in public secondary schools.

Subject Combination: Refers to the subject grouping of optional subjects adopted by public secondary schools.

CHAPTER ONE
INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter focuses on acquainting the reader with background knowledge on geography as a subject, an account of the factors influencing the choice of geography as an examinable subject both from a global and regional perspective. As well, the emphasis is on highlighting the specific objectives of the study, the essence of the study, limitations and delimitations, assumptions together with the theoretical framework.

1.2 Background of the Study

Geography is a fundamental subject at the high school level of education. The subject equips the learner with a holistic understanding of the physical environment and how it affects their day-to-day endeavours (Tuan, 2017). With the changing dynamics in the global landscape, studying geography makes it plausible for learners to remain socially relevant. Specifically, it equips learners with enough knowledge of the environment and skills to do field and map work. In so doing, learners get to appreciate the world they live in and adopt best practices regarding the protection of the world around them (Copplestone, Larsson, Strand & Sneve, 2016).

Geography equips one with the skills to respond to the changes in the environment (Tuan, 2017). Specifically, issues of climate change are newsworthy, and it requires the skills of enquiry and critical thinking learnt in geography. Also, learners will know how to develop climate change measures that will catalyze the attainment of the global climate goals agreed in the Paris accord (Grubb, Koch, Thomson, Sullivan, & Munson, 2019). As such, the choice of geography stands out because of its numerous benefits, both locally and globally.

Geography is multidisciplinary with an appreciation of both humanities and sciences. In the USA, the study of geography is divided into physical, practical, together with human and economic geography (Clifford, Cope, Gillespie, & French, 2016). In effect, the subject requires adequate learning resources as well as an instructor with excellent mastery of the theoretical and practical concepts in the subject. With the above in place, students can accurately comprehend the surrounding physical environment and at the same time have a promising career in geography.

Globally, students' interest in geography has been on the rise, primarily, due to the career prospects the subject offers. Particularly, Turkish students prefer geography as opposed to other humanities such as history because of the plenty of opportunities for geographers in careers such as environmental impact assessors, town planners as well as environmental consultants (Ozdemir, 2012). This is also the case in England, whereby students choose geography as a core subject because of career opportunities (Gorard, & See, 2011). In both instances, career prospects are the overarching factors that dictated the choice of geography as a core subject.

In the Czech Republic, the choice of geography among learners in the lower secondary was mainly influenced by gender differences (Kubiatko, Mzrakova & Janko, 2012). According to the authors, (Kubiatko, Mzrakova & Janko, 2012), the bulk of the students enrolled in geography were males. The reason for this is that boys perceived the subject as easy compared to girls. It was found out that boys desired to have more geography lessons. The implication was that boys perform better in geography in comparison to girls. Other than that, the majority of the learners that choose geography as a core subject in senior secondary schools in Czech were boys with girls opting to study other humanities subjects. In this case, the learners' perceptions about geography is the key

determinant of the subject choice rather than other factors such as the influence of parents and the policy on the subject combination in Czech secondary schools.

In Pakistan, Fatima (2016) observed that the popularity of the geography subject has been on the decline. Particularly, learners at the secondary level in Pakistan perceive the subject as less necessary in contrast with other subjects. The learners perceived they had a better chance at employment if they pursued subjects such as information technology rather than geography. In this case, the low enrollment in geography is attributed to the negative perception of the subject. Besides, learners' choice of the geography subject in Pakistan was influenced by parents. Specifically, the parents offered valuable guidelines to the learners in the selection of the subject (Javed, 2018). Other than that, the profession of parents and their financial position was a determining factor in the choice of the subject.

Furthermore, Akinnuoye, Akinnuoye, Wan Shub, and Mokhtar (2015) established that students in Selangor State, Malaysia preferred other humanities subjects in place of geography because they lacked adequate knowledge of the subject and the rise of the number of competing subjects. The same was also true in Scotland, whereby students at the high school level show disinterest in geography and decided to pursue humanities such as History (Breckon & Gardner, 2004). This prompted the Scottish government to institute measures towards reversing the declining trend in enrollment rates in geography.

In Malta, Spiteri (2017) established that the attitude of Form 2 learners influenced the choice of the geography subject. For the majority of Form 2 learners, they had the perception that the subject had limited career options. The learners believed that an O' level geography option would be of no benefit to them. In fact, during career guidance

meetings, few of the learners noted that they would opt for the geography subject. Overall, the learners were disinterested in the subject since they lacked awareness of the career options the subject offers.

In the African context, the bulk of students in Nigeria chose to pursue geography because of the vast career options it offers (Akintade, 2012). The same was true for Botswana students at the senior level of secondary education whose decision to pursue geography was influenced by their future career aspirations (Adeyemi, 2009). Similarly, Opoku (2019) investigated the attitude of students in Ghana towards the geography subject and established that students had a positive attitude towards geography, mainly because of its relevance to their career aspirations.

1.2.1 Geography in Secondary School curriculum in Kenya

In 1986 when the 8-4-4 curriculum was introduced, geography was among the compulsory subjects offered by secondary schools in Kenya. However, in 1988, a report prepared by the presidential party revealed that the goals of the secondary school curriculum were not tenable because the curriculum was overloaded in terms of content and the number of subjects that were studied and examined (Kamunge, 1988). In 1992, the report recommended that the number of subjects that candidates sat for in KCSE be reduced from ten to eight. The curriculum was further reviewed in 2005, reducing the number of examinable subjects to a minimum of seven (Muricho, & Chang'ach, 2013).

Secondary schools in Kenya that have adopted the 8-4-4 curriculum offer 24 examinable subjects. These subjects are clustered into five major groups. Group I comprised of Mathematics Alternative A and B, English and Kiswahili. Group II includes General Science, Chemistry, Physics and Biology. On the other hand, Group III comprises of History and Government, Geography, Christian Religious Education,

Islam Religious Education and Hindu Religious Education. Further, Group IV includes Home Science, Art & Design, Agriculture, Aviation Technology and Computer Studies. Finally, Group V comprises of Business Studies, Kenya Sign Language, Music, Arabic, French and German.

In the Group I category, all the subjects are compulsory (either Mathematics Alternative A or B). In Group II, candidates are required to choose at least two subjects while in Group III, at least one subject. Similarly, the candidates are required to choose at least one subject from groups II, III, IV and V. The candidates can sit for a minimum of seven examinable subjects and a maximum of nine with the extra one or two subjects being chosen from any of groups III, IV and V (KNEC,2014). Consequently, the elective subjects have to fight for their place in the secondary education curriculum. According to KNEC (2019) result analysis, the geography subject performed dismally compared to the other humanities subjects. This is despite the subject having a broader syllabus content rich with practical areas such as fieldwork map work and photographic interpretation. The situation was further worsened by inadequate teaching and learning resources, especially in public secondary schools (Jepketer, 2017).

According to Nyeri County schools census report of 2018 (MOE,2018), the number of students pursuing geography as a core subject has been declining in public secondary schools from 16.8% in 2014 to 14.8% in 2018. In fact, since 2013, the majority of the students have opted for Religious education and history and government as opposed to geography. This study sought to identify factors influencing students' choice of geography subject in public secondary schools in Kieni East Sub County Nyeri, Kenya. This situation is depicted in Table 1.1, retrieved from the Kenya National Examination Council website.

Table 1.1: Student Candidature in Humanities in K.C.S.E, Kieni -East Sub-County

Year	C.R.E Candidature	History Candidature	Geography Candidature	Kieni – East Candidature in Humanities	Percentage of Geography Candidature
2013	1377	890	427	2694	15.9
2014	1496	989	503	2988	16.8
2015	1507	976	486	2969	16.4
2016	1604	1003	512	3119	16.4
2017	1772	1084	450	3306	13.6
2018	1805	1192	522	3519	14.8

Source: The Kenya National Examinations Council. (2019). Retrieved from http://www.knec-portal.ac.ke/

As highlighted in table 1.1, majority of the students opt for History and Religious Education in the humanities category. From 2013, the geography subject registered low enrolment despite the subject being of relevance to the career prospects of students. Specifically, in 2018, religious education had the highest number of candidates, followed by history and lastly geography. The number of students that sat for geography KCSE examination in 2018 was only a third of the total number of CRE candidates in KCSE. Without a doubt, geography is least preferred compared to the other humanities. Despite this, there is little specific information on the factors which influence students' choice of geography in Kieni East sub-county, Nyeri County. It is this gap that the study intends to address by highlighting how students' aspirations, students' attitude, parental influence and school subject combination influence students' choice of the geography subject.

1.3 Statement of the Problem

The Geography subject is a prerequisite for the preparation for global citizenship and environmental responsibility. Notably, individuals with a better understanding of the geography subject are aware of the interdependence of our world and the way we are

connected through location, place, movement, region and human-environment interactions (Demirci, De & Bednarz, 2018). In the Kenyan context, learners get to acquire knowledge on the social economic development in the country, which is critical in the attainment of Vision 2030. Besides that, with knowledge in geography, learners could spur climate action through advocacy to attain the global climate goals agreed in the Paris accord. Despite this, there has been a sharp decline in the number of learners enrolling in the geography subject. This has been attributed to negative learners' perceptions, lack of trained geography teachers and an increased number of competing subjects (Tangney, 2018).

Mwenesi (2015) explored the reasons behind the declined enrollment in the geography subject in Embakasi Zone, Nairobi County. The study established that the low enrollment in the geography subject was attributed to learners' negative attitude towards the subject, inadequate teaching and learning resources and poor working conditions for the teachers. It was recommended that the public secondary schools need to conduct in-service training for the geography teachers and avail both teaching and learning resources. The study, however, did not consider the influence parents have on the choice of the geography subject. Besides that, there was no focus on the policy on school subject combination which is also a determining factor in the choice of the geography subject among the learners.

A study that has stood out in the Kenyan context is that of Nchebere, (2014) which elucidated some of the reasons behind the choice of Geography among high school students in Meru County. The study indicated that resource availability greatly influenced the enrolment in the geography subject. Also, schools that were better equipped with teaching and learning materials registered more students in geography compared to those that were ill-equipped. The emphasis of the study was on the

availability of teaching and learning resources, the level of education of teachers and the learners' career aspirations. There was no mention of the students' attitude towards the subject and policy on school subject combination, which influences the geography subject. In addition, the study was purely descriptive. It did not ascertain if a relationship exists between factors such as the career aspirations of learners and their choice of the geography subject.

In Kieni East, Nyeri County, Kenya, Githaiga (2011) observed that the level of education of guardians, career aspirations of the learners and influence from teachers determined learners' choice of KCSE subjects. It was recommended that there should be career teacher counsellors in all secondary schools. Besides, parents need to be heavily involved in the education of their children. The difference, however, with the current study is that there was no specific focus on the humanities, but the emphasis was on both Sciences and Humanities. Clearly, there is a gap in terms of the factors influencing the choice of geography at the secondary level of education. Besides, in the past eight years, there has been no focus on what influences learners to choose one humanity subject as opposed to the other, particularly in Kieni East Sub County. It is in this regard that the study sought to examine factors influencing students' choice of geography subject in public secondary schools in Kieni East Sub County Nyeri, Kenya.

1.4 Purpose of the Study

The purpose of the study was to examine factors influencing students' choice of geography subject in public secondary schools in Kieni East Sub County Nyeri, Kenya.

1.5 Objectives of the Study

The following objectives guided the study:

i. To examine the influence of students' aspirations on the choice of geography subject in public secondary schools in Kieni East Sub-County.

ii. To establish the influence of students' attitudes towards geography subject on its choice in public secondary schools in Kieni East Sub-County.

iii. To assess the influence of parents on students' choice of geography subject in public secondary schools in Kieni East Sub-County.

iv. To examine the influence of school policy on subject combination on students' choice of geography subject in public secondary schools in Kieni East Sub-County.

1.6 Hypotheses

The following hypotheses guided the study:

H_{O1}: Students' aspirations have no statistically significant influence on the choice of geography subject in public secondary schools in Kieni East Sub-County Nyeri, Kenya.

H_{O2}: Students' attitudes towards geography subject have no statistically significant influence on the choice of geography subject in public secondary schools in Kieni East Sub-County Nyeri, Kenya.

H_{O3}: Parents have no statistically significant influence on students' choice of geography subject in Kieni East Sub-County Nyeri, Kenya.

H_{O4}: School policy on subject combination have no statistically significant influence on students' choice of geography subject in Kieni East Sub-County Nyeri, Kenya.

1.7 Significance of the Study

The significance of the study gives the justification of conducting a study and highlights its relevance to key stakeholders (Gray, 2013). The study might be of relevance to the following stakeholders; the Kenyan Government, public secondary schools and scholars.

The students pursuing careers related to geography such as environmental planners, conservationists as well as environmental advocates increases with high enrollment in the geography subject. The government might benefit from these individuals in terms of sensitizing the citizenry on the importance of conserving the environment. Also, with more students taking geography, it implies that majority of the citizens would be informed on the importance of natural resource management and the attainment of both the blue and green economy in line with the global standards.

Also, the study might be of benefit to public secondary schools in that they would be acquainted on their capacity to offer geography as a subject and thereby institute measures that in turn increase the number of students taking geography as a core subject.

Finally, the study might be of the essence to scholars as it adds new literature on how parental influence, students' attitude and school subject combination influence the choice of geography as opposed to other optional subjects. Besides, scholars would be able to replicate the findings to ascertain the validity of the results of the study.

1.8 Scope of the Study

Scope in a study refers to the bounds within which the study is set (Gray, 2013). The study was confined to public secondary schools in Kieni East Sub-County Nyeri County. The focus was on public secondary schools since there is a likelihood of their private counterparts utilizing other curriculums other than the 8.4.4 curriculum policy.

The study focused on Form Three students because they had already chosen geography as the core subject. Consequently, they were better placed to highlight the factors that influenced them to choose the subject. The focus was not on Form Four students since their reason for the choice of geography may not be as fresh and vivid as the case for

Form Three students. It also targeted teachers and HoDs since they are implementers of the geography curriculum and were in a better position to give sufficient insights on the factors that influence subject selection.

1.9 Delimitations of the Study

Delimitations refers to the boundaries of the study with emphasis on the parameters that the study is limited to (Kothari, 2017). There is a wide array of factors that influence students' choice of geography in public secondary schools. However, the study delimited itself to students' aspirations, students' attitude, parental influence and school subject combination as factors that influence students' choice of geography in public secondary schools in Kenya.

1.10 Limitations of the Study

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 was 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. Moreover, information source triangulation was accomplished by interviewing teachers and heads of department 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.

1.11 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). The study assumed that there is a low enrollment of students in the geography subject at Form Three level of education. Besides, the schools have a uniform curriculum and allowed the students to consult their parents. Finally, it was assumed that each of the public secondary school had a policy on the subject combination.

1.12 Theoretical framework

The theoretical review comprises of reasoned prepositions that are backed up by evidence (Creswell, 2017). The proposal is based on the Social Cognitive Theory and Social learning theory. Both theories clearly outline the factors that influence students to pursue a career related to geography. Consequently, the theories are of the essence to the study.

1.12.1 Social Learning Theory

John Krumboltzv 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 individuals learnt behaviour is a determinant of the career choices that they make. The advantage of the theory is that it takes cognizance of the context, in that it acknowledges that several factors determine the process on career choice of an individual. These factors comprise of the 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 factors influencing the choice of geography. 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 would be influenced by learning experiences, skills inherent among the learners and conditions in the environment. The environmental conditions are those that the students have no control over, such as policy on school subject combination, and they influence their choice 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 parental influence together with the learning environment. Krumboltz (1991) posited 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 career path to follow 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 combination, the influence from the family, peers as well as teachers. There is, therefore, more weight on the environment as opposed to the student 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, family and peers on the choice of geography as

opposed to factors inherent in the learners such as career aspirations together with the skills and experiences. The question, therefore, is whether the knowledge students have gathered at Form One and Two is enough for them to make an informed decision on whether to pursue the subject or not.

1.12.2 Social Cognitive Theory

Albert Bandura is the proponent of the Social Cognitive Theory. The theory was developed in 1986. The theory is significant since its focus is on examining the environment that endorses the development in learners' quest for better career prospects. The theory offers an accurate account of how behaviour is learnt and takes into consideration critical theoretical issues such as the essence of reward in learning. According to the theory, factors such as social support particularly, family, relatives and friends have an influence on the choice of a subject by a student. Since there is a dialogue between the students and their support system, they are likely to be influenced to follow a given career path. Bandura also argues that whenever students watch their peers who followed a given career path and succeeded, they are likely to follow that career path (Bandura,2003).

Therefore, it is safe to conclude that students are a product and at the same time producers of their environment (Bandura, 2002). The theory is essential to the study since it looks at the environment which dictates the subject choices students make. It considers both environmental and cognitive factors that influence the choice of geography at Form Three level. However, the focus of the Social Cognitive theory is mostly on environmental factors.

In addition, objective factors have a role in the choice of a subject. For instance, the way the geography subject is taught will influence whether students will pursue it or

not. Other than that, exposure to career counsellors and parental guidance have a role in the direction the students take in terms of career path. The theory is therefore deemed beneficial to the current study because factors such as parental influence affect the decisions students make when choosing a subject.

The theory, however, has several shortcomings. The theory does not explain why individuals respond differently to similar environmental conditions. Other than that, there is limital focus on how motivation and emotion affect the behaviour of individuals. Moreover, the implication of hormones on one's behaviour is also not considered by the theory. Undoubtedly, hormones play a critical role in influencing one's ability to make decisions. Furthermore, the theory argues that behaviour is learnt through observation, support as well as expectation though behaviour can change without there being any significant change in the environment. Despite the limitations mentioned above, the social cognitive theory paints a better picture as it considers both environmental and cognitive factors that influence the choice of geography at Form three-level.

1.13 Conceptual Framework

The conceptual framework is an outline highlighting how the variables are expected to relate in the real setting and the knowledge that builds the basis of the study (Kothari, 2017). Independent variables in the study are students' aspirations, students' attitude, parental influence and school subject combination while the dependent variable is the choice of geography as an examinable subject. It was expected that the learners' aspirations, attitude towards the geography subject, parental influence and the policy on school subject combination would either increase or not increase enrollment in the geography subject. Figure 1.1 shows the conceptual framework.

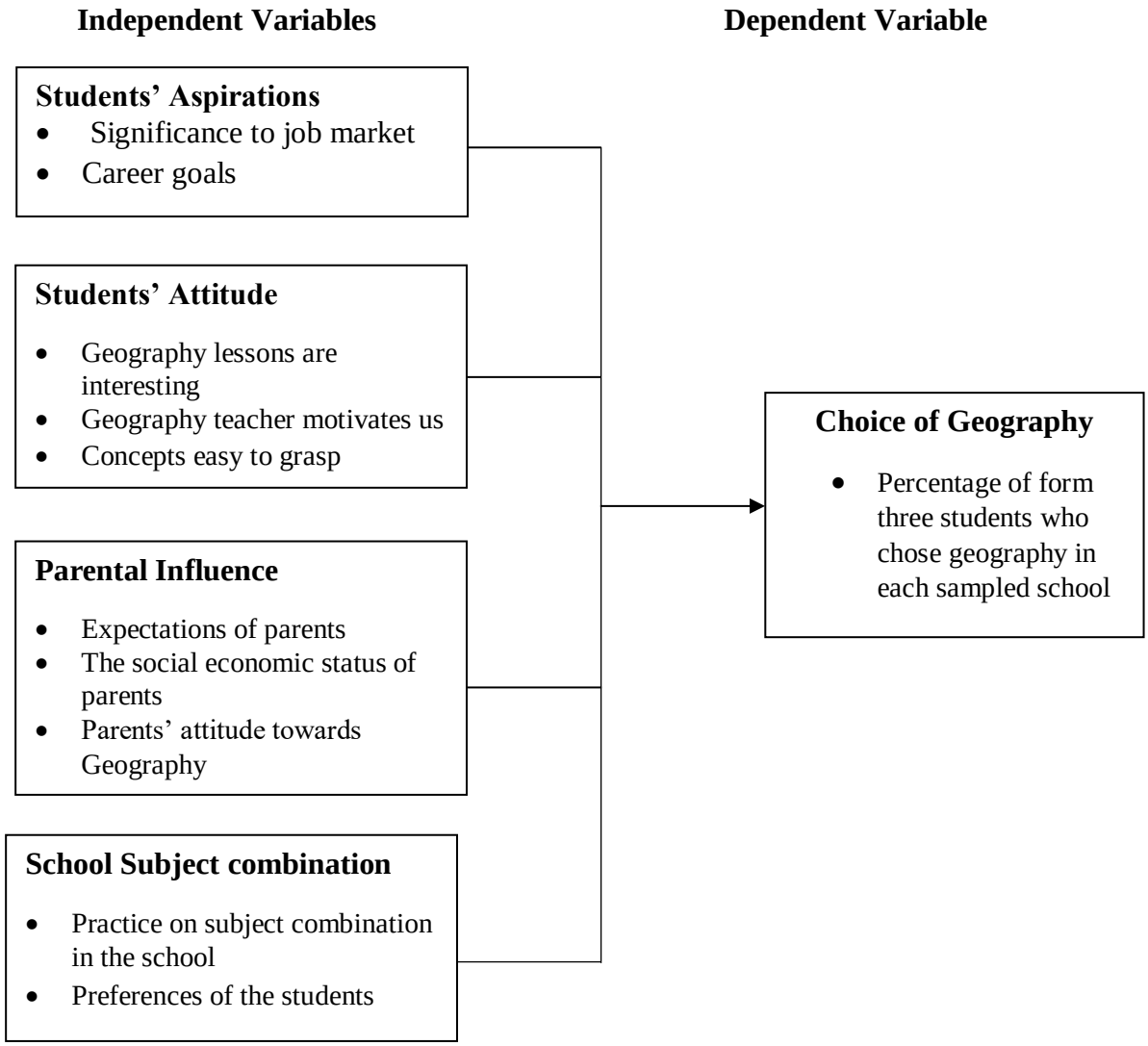


Figure 1.1: Conceptual Framework Showing the Presumed factors that Influence Students' Choice of Geography

Students' aspirations are their career desires which they are motivated towards achieving. The study assessed whether the students chose geography out of personal interest, career prospects, the attainment of skills relevant in the job market and for self-employment.

Student attitude was measured in terms of how student perceive or feel about the geography subject. Emphasis was on whether the learners find geography lessons interesting, if the geography teacher motivates the students a lot in their teaching and

whether geography concepts, terms and definitions are easily understood by the students.

Parental influence was looked at in terms of parental involvement in subject choice, the career guidance offered by parents, the career the parents hold for their children, parents' level of education and their familiarity with the school curriculum. On the other hand, the focus of the independent variable on school subject combination is on students' preferences, the placing of the optional subjects on the time table as well as the orientation for students on the criteria for choosing subjects. Finally, the choice of geography was measured in terms of the percentage of form three students who chose geography in each sampled school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter delves into the profile of geography in secondary schools, theoretical review, the influence of students' aspirations, students' attitude, parental influence and school subject combination on the choice of geography as an examinable subject. Emphasis is also on the summary of the literature review and research gaps.

2.2 Overview of Geography in Secondary Schools

During the onset of the 8-4-4 curriculum in 1986, geography was a compulsory subject. However, the Ministry of Education noted that the curriculum was overloaded to the extent that the goals of the curriculum at the secondary level of education were not forthcoming (King, 2007). At the time, candidates had to pursue a total of 10 subjects which was a daunting task for them to study to a conclusion. As well, the capacity of the schools to cover all these subjects was also limited. The decision was therefore made to reduce the number of subjects from ten to eight during the curriculum review in 1992 (Kinuthia, 2009). As such, geography was no longer a compulsory subject but was an elective among the humanities subject. The student, therefore, had the opportunity to choose between geography, history and religious education.

2.3 Empirical Review

This section addressed; the influence of students' aspirations on the choice of geography subject in public secondary schools, influence of students' attitude on the choice of the geography subject, parental influence on the choice of the geography subject and the influence of school policy on the subject combination on the choice of the geography subject.

2.3.1 Students' Aspirations and Choice of Geography in Public Secondary Schools

Aspiration is defined as any future goal in which an individual is willing to invest time, effort or money (Jones and Schneider, 2016). Students' aspirations refer to the learners' desire which they are motivated to work towards in public secondary schools. Fatima (2016) asserts that learners aspirations dictate their choice of the geography subject since it fixes them to specific careers. Notably, the entire need for geography knowledge and skills in the job market influences learners' choice of geography subject. Consequently, learners choose subjects that help them build and realize their future career aspirations.

Greig, (2018) analysed why students had a preference towards geography at senior school in Queensland. Questionnaires were used to gather insights from year 11 students. Among the factors that led to the choice of geography was the relevance of the subject to the students' future career prospects and individual interest in the subject. Most of the students chose geography because of its relevance to their career aspirations. The study recommended for teachers to guide students while choosing subjects and inform of them of the different career paths. Nevertheless, the study was limited since its focus was only on students. The study, therefore, builds on this gap by incorporating students, heads of department and geography teachers. Teachers are especially vital since they are responsible for subject delivery which in a way is likely to influence learners' choice of geography.

Also, Chang (2017) analyzed to ascertain whether Singapore's school geography is essential to the changing world. The focus was on district schools in Singapore with the unit of analysis being stakeholders in the education ministry together with teachers. The study established that students were less motivated to study geography since they did not see its relevance to their lives. Also, there was a diminishing number of geography

teachers. The authors recommended a review of the curriculum with a specific focus on changing the modes of assessing the subject. Besides, teachers need to explicitly explain to the learners why they should study geography and work on inspiring the learner they teach.

Adeyemi (2009) has been instrumental in highlighting the link between the future career ambitions of learners in secondary schools in Botswana and their choice of the geography subject. The study indicated that the students had a preference for geography because they intended to pursue a career in geography. Notably, most of the students noted that they would want to become pilots, geologists and meteorologists. Some chose geography intending to become geography teachers. The recommendation of the study was to tailor the education curriculum of teachers to include career choice and equip the school with counselling services. Though the above study indicated a link between career ambitions and the choice of geography, the study was conducted in Botswana hence the need to establish if the same holds in the Kenyan context.

Kipsaat, (2016) focused on the underlying factors that made students in secondary schools in Uasin Gishu County, Kenya choose geography as their preferred subject. The study also aimed at ascertaining the relevance of the subject to the society. The study relied on the Vocational Development theory and descriptive survey design. The focus was on allowing the students to offer in-depth insights as to why they chose geography as a core subject. Results obtained through a questionnaire and an interview schedule indicated that students career ambitions guided their choice of geography. The recommendation made was that learners need to be encouraged to choose as it leads to several career paths. Besides, the geography subject should be made compulsory. The study was limited in terms of theoretical underpinning. The focus was only on the

Vocational Development theory though future career aspirations of learners are grounded on both social learning and cognitive theory. The study, therefore, offers more in-depth insights on the theoretical underpinning since the study was pegged on both social cognitive theory and social learning theory.

Similarly, Wachira (2015) investigated why students in public secondary schools in Meru County selected geography as a core subject. The study relied on the Social cognitive career theory and was descriptive. The study sample comprised of geography teachers, heads of departments and students from 38 secondary schools. Both the interview guide and questionnaire were used to gather information on the reasons why students chose geography. From the findings, students chose the geography subject because they aspired to become pilots and meteorologists in future. The implication is that the career aspirations of learners had a significant influence on the choice of the subject. The study recommended that more time be allocated to the geography subject in the school time- table to ensure that the syllabus is covered entirely. Also, more funds are allocated to the humanities department to ensure there is adequate teaching and learning resources.

Finally, Mutwiri, (2015) delved into the factors that made learners choose geography as one of the subjects to be examined during the KCSE examinations. The focus of the study was on high schools in Uringu division, Meru County. The focus of the study was on finding out if career aspiration of the learners together with their socio-economic background influenced their choice of geography. The study was descriptive and utilized a questionnaire to gather data. The results indicated that students' aspirations influenced a student's choice of geography. Other than that, the level of education of the learners' parents dictated whether the learners chose geography. It was

recommended that learners need to be provided with sufficient information on the significance of the subjects that they study in school.

2.3.2 Students' Attitude and Choice of Geography in Public Secondary Schools

Attitude refers to a general and lasting positive or negative opinion or feeling about a given issue or person (Johns & Moyer, 2018). Students' attitude towards geography is a measure of their positive and negative feelings toward the subject in terms of relevance and value, difficulty and self-efficacy, and general impression toward the subject (Kithungu, 2015). For instance, a positive attitude towards geography teachers is likely to influence students' choice of geography. Besides, the attitude that the school has towards the geography subject will influence whether adequate teaching and learning resources will be availed for the subject. As such, the attitude of students towards the geography subject is likely to influence whether they choose to pursue it as a core subject.

Kubiatko, Janko and Mrazkova, (2012) analyzed the attitude of Czech students towards the study of geography. The focus was on whether the gender and level of the study influenced the choice of geography. The findings indicated that the grade level had an impact on students' attitude towards geography subject, while gender had no influence. Overall, 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 connect geography lessons with real-life issues such as climate change. Besides, teachers need to adopt learner-oriented inquiry and intensify the acquisition of geographical skills among the learners. The difference with the study is that Czech students did geography throughout their grade level, but in the Kenyan case, they must choose it among the humanities. It would, therefore, be interesting to establish if students' attitude towards geography in Kieni East sub-county changed as they progressed from Form one to Form

three whereby, they had to choose of the humanities as a core subject depending with the school.

Onuoha and Eze (2013) explored students' attitudes towards the choice of geography. The unit of analysis was students from high schools in Enugu state. The study relied on descriptive research design and random sampling technique to sample both male and female students from the targeted secondary schools. Data were gathered with the aid of a Geography Attitude Scale. The results indicated 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 could award geography students with scholarships to enhance positive attitude towards the subject. Also, the government should employ more qualified geography teachers. Moreover, the schools should be fully equipped with teaching and learning resources. Though the study established that students' attitudes influenced the choice of geography, it did not delineate whether students had to choose geography from other subjects. Also, it did not indicate the specific cohort of students that were targeted in the secondary schools. The current study addresses the gaps.

Further, Weiss (2017) investigated students' attitude towards geography when exposed to a learning environment that is problem-based with focus on high schools in Illinois, United States of America. The goal of the study was on establishing if any differences existed among the students before and after exposure. The study indicated there were no differences elicited in students' attitudes towards geography after the exposure to a learning environment that is problem-based. The study implied that the study of geography needs to be more learner-centred and practical for students to elicit more interest in the subject. The point of divergence with the current study is that students'

attitude is measured after being exposed to a problem-based learning environment as opposed to establishing if students' attitude towards geography influenced their choice of the subject. The other gap is that there was no focus on any specific theory that guided the study.

Also, 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 utilized the Geography Attitude Scale to gather information on students' attitude for a period ranging from 2011 to 2012. The findings indicated that the students loved geography though there was no correlation between the attitudes of the students with their gender. The study recommended that geography teachers should prepare suitable learning conditions for the geography subject. Also, field trips to suitable places may be key in developing interest and positive attitude towards geography. The study, therefore, intends to establish if a link exists between students' attitudes and the choice of geography subject.

Opoku (2019) investigated the attitude of students in Ghana towards the geography subject. The study targeted both male and female students from only two public high schools in Ghana. Interviews were used to gather insights on the attitude of the learners towards the subject. It was found out that the bulk of students had a positive attitude towards geography because of its relevance to man. It was recommended that teaching aids be made available for effective teaching and learning. Besides, projectors should be more often to help learners to comprehend better geographical concepts. Despite this, it was not established if the students' attitude impacted on their choice of geography. The study, therefore, intends to assess if students attitude influenced their choice of geography.

Finally, Kidman (2018) delved into students' attitude towards geography. The study targeted 405 high school students in Samsun, Turkey. From the analysis, geography was ranked fourth among the most preferred subjects by the students. It was further revealed that the positive attitude towards the subject was because of how geography teachers taught the subject. This, therefore, brought about a lot of interest in the subject, which in turn attracted more students to pursue geography as a core subject at the high school level. The implication was that a better fit between the learners' interest and the geography curriculum could lead to better learning outcomes and increase enrollment in the subject. The gap in the study was that focus was only on students while teachers that also play a role in determining the choice of geography were not targeted. Besides, the study did not establish whether the methodology was qualitative or quantitative; hence it is unclear if students' attitude affects the choice of the geography subject. The study therefore addresses the identified gaps to come up with a holistic understanding of the factors that influence the choice of geography.

2.3.3 Parental Influence on Students' Choice of Geography in Public Secondary Schools

Parental influence refers to the parents' impact on students' decision towards the choice of geography in public secondary schools. Parents play a crucial role in determining the career path taken by their children. In most instances, students follow career paths that are decided by their parents (Eesley & Wang, 2017).

Javed (2018) explored factors influencing learners' subject selection at the high school level in Pakistan. The study targeted learners, teachers and parents. There was equal representation of both male and female respondents. A questionnaire was developed to gather qualitative data from the targeted respondents. The study made use of both descriptive and inferential statistics to analyze the data. The findings indicated that the

profession and financial position of parents influenced the choice of subjects at the high school level.

Moreover, it was established that learners had a preference towards subjects they deemed interesting. The study suggested for both teachers and parents to offer guidance to the learners in selecting subjects. Though the study indicated that parents influenced the selection of subjects, there was no specific emphasis on the geography subject. The current study, therefore, filled the gap in the literature.

In Trinidad, Yamin-Ali (2014) delved into the factors influencing subject selection at the high school level. The study targeted Form four learners in high schools in Trinidad. The results revealed that parents influenced subject selection for the majority of the Form four learners. However, the learners were not satisfied with the subject they chose since it was not in line with their career preferences. The study recommended that there is need for the schools to offer learners more subject options. The difference with the current study is that there was no focus on a particular subject. As such, the current study is better placed to ascertain whether the careers of parents influenced the choice of the geography subject.

Rilwani, Akahomen, and Gbakeji, (2014) did a study aimed at establishing students' attrition in geography with a focus on schools in Nigeria. The study made use of both secondary and primary whereby the former was obtained from government agencies while the later from a survey of the schools. It was evident from the study that the learners in secondary schools in Edo state exhibited much interest in geography; hence there was no correlation between students' interest in the subject and attrition. Nonetheless, insufficient learning resources in geography caused the majority of the students to drop the subject. Moreover, the learners chose to study geography because

of the influence of their parents. The study recommended for guidance and counselling of learners on career opportunities related to geography and provision of enough teaching and learning resources. The takeaway from the study is that parents greatly influence the career paths of learners though the lack of teaching and learning resources is deterrent to the choice of geography.

Mutwiri (2015) did a study to establish if the influence of parents dictated the choice of the geography subject. The focus of the study was on secondary schools in Uringu, Meru County. The study indicated that the level of education and occupation of the guardians did not influence the choice of geography by the learners. The reason for this is that the students were well informed on the career paths that they could take; hence the parents did not have much influence on their choice of geography as a core subject. The implication was that learners need to be provided with adequate information on the importance of the subjects that they study. Despite the study establishing that parents did not influence students' choice of geography, there was no mention of the methods used to establish if a relationship exists among the variables of interest. Also, the study did not clearly indicate the level of study of the students that were targeted.

Also, Nyamweya (2015) explored the reasons that led to the choice of geography among students in private schools. The targeted schools in Nairobi and Mombasa were using the General Certificate of Education (GCE) curriculum. The study targeted administrators in the schools, geography teachers and students. Questionnaires were used to gather insights on the underlying reasons for the choice of geography. From the results, the bulk of the students had a positive perception of the subject. Most of them noted that the geography teacher greatly influenced their choice of geography. Other factors, such as field trips and teaching resources, also played an instrumental role.

Besides, parents were the primary reason why students opted for geography. Nonetheless, there was no relationship between the careers of parents and students' aspirations. The study recommended for follow up study to ascertain whether the said students would pursue careers related to geography. Also, parents should be more involved in the education of their children.

2.3.4 School subject combination and students' choice of Geography in Public Secondary Schools

Subject combination refers to the subject grouping of optional subjects adopted by public secondary schools. On the other hand, school subject combination refers to the school's policy on choosing elective subjects. The schools' subject packaging of the elective subjects influences subject choice by encouraging the selection of particular subjects. For instance, 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 have focused on other subjects other than geography.

Rodeiro (2007) did a study in England to establish the reasons why Advanced level learners had a preference for one subject and not the other. It was established that students' choice of a subject was dictated by the subjects the school offered. In most instances, the A level learners had to settle on a subject because their preferred subject was not on offer in that particular school. In certain instances, 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 a subject. The study recommended for a diversification of the humanities subject on offer at the Advanced level so that learners are not limited in their choice.

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 an elective, the enrollment numbers declined. Ida, Yuda and Shimura (2014) 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.

In addition, Brysch (2014) did a study on the status of geography education in the United States. The results indicated that despite geography being a core academic subject, there is no dedicated federal funding stream for geography education. Other than that, the author termed the assessment in geography as deficient. The study recommended that the federal government needs to dedicate consistent funding for geography education. Also, the National Assessment of Educational progress needs to continue monitoring of geography studies assessments.

In the case of geography education 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 questionnaires. From the results, it was clear that geography was made an elective subject because of the resources constraints and a limited syllabus on geography. The situation was further worsened by the fact that schools lacked sufficient geography facilities hence learners were disinterested in the subject leading to high attrition levels in the subject. The study recommended for increased funding from the government to cater to teaching and learning resources.

Weeden (2007) did an analysis that sought to establish the factors that influenced students' choice of geography in secondary schools in both England and Wales. The cohort of learners that the study focused on were those that were age 14. The study focused on ten years right from 1996 to 2006. The study was prompted by the fact that the number of students sitting for the General Certificate of Secondary Education (GCSE) was on the decline despite the schools having the capacity to teach the subject. The methodology was qualitative as the focus was on reviewing the literature on students' choice of 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 not on offer in individual schools hence learners had to settle on a major that was not their preferred choice. The gap in this study is that the key stakeholders, specifically 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, teachers and heads of department from public secondary schools in Kieni East sub-county.

In the African scene, Ndalichako and Komba, (2014) focused on the factors that influenced students' choice of a subject in high schools in Tanzania. The study targeted learners in 18 high schools in Tanzania through purposeful sampling. An observation schedule, documentary review and interviews were used to gather information on the factors that influenced students' choice of subject. The focus was on what dictated the choice between studying arts and sciences. The results of the study indicated that the majority of the students opted for the arts subjects because they experienced challenges comprehending the Sciences curriculum. Also, the school policy on subject combination allowed the students to study more art courses and less of Sciences. The

limitation of the reviewed study is that there was no focus on geography, which is the subject of interest of the study. Also, there is no mention of the level of education of the learners, which is also crucial in determining the subject choice. The study, therefore, intends to address the gaps mentioned above with specific emphasis on public secondary schools in Kieni East sub-county.

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 that 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 of this study was on Group III subjects (geography, history and religious education) that is the factors leading to the choice of geography in public secondary schools.

2.4 Summary of Literature Review

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

Besides that, Kubiatko, Janko, and Mrazkova (2012) indicated that the attitude of students towards geography tended to change as they progressed from one grade to the other. However, Ozdemir (2012) indicated that the students loved geography though there was no correlation between the attitudes of the students with their gender.

Also, the reviewed literature on the influence of parents on the choice of geography indicated that parents were the primary reason why students opted for geography (Nyamweya, 2015). Similarly, Rilwani, Akahomen, & Gbakeji (2014) concluded that the learners chose to study geography because of the influence of their parents. However, Mutwiri (2015) found that students were well informed on the career paths that they could take; hence the parents did not have much influence on their choice of geography.

Regarding the influence of the school subject combination on students' choice of geography subject, Rodeiro, (2007) established that students' choice of a subject was dictated by whether the school offered the subject or not. Similarly, Weeden (2007) found out that the schools' policy on subject combination determined the subject chosen by the learners. On the other hand, Akinnuoye et al. (2015) indicated that geography was made an elective subject because of the resources constraints and a limited syllabus on geography. Finally, Kithungu (2015) revealed that the school procedure on subject selection, students' preferences and the placement of the optional subjects influenced the students' choice of Computer Studies.

2.5 Research Gaps

The study has tried to establish the factors that lead to the choice of geography among high school students. There are, however, several gaps that the study intends to fill. For instance, the literature on the influence of students' aspirations on the choice of

geography has majorly been done outside Kenya. Such studies include those of Adeyemi, (2009) conducted in Botswana and Greig, (2018) study done in Queensland, which found out that students' aspirations influenced their choice of geography. Regarding the influence of students' attitude on the choice of geography, most of the studies have been done in West Africa (Onuoha & Eze, 2013; Ozdemir, 2012 & Opoku 2019) while very few of them have been done in Kenya. The study, therefore, intends to address this gap.

The other gap in the literature is that studies such as that of Kubiatko, Janko, and Mrazkova (2012) did not focus on the level of education of the targeted learners. It was not clearly indicated whether the subject was compulsory or an elective subject in the Czech secondary schools. In the same way, Onuoha and Eze (2013) did not delineate whether students had to choose geography from other subjects.

Besides, there are methodological gaps in the literature. Notably, Kidman (2018) delved into students' attitude towards geography. However, it was not clearly established if the study was qualitative or quantitative; hence it is unclear if students' attitude affects the choice of the geography subject. Moreover, a study was done by Weeden (2007) on the factors that influenced the choice of the geography subject was qualitative, with focus only on students. There is, therefore, a gap since essential stakeholders such as teachers were not included in this study.

Furthermore, not much has been done on the relationship between parental influence and the choice of geography. As well, the studies that have been done mainly that of Nyamweya, (2015) focuses on a different curriculum that is GCE while the current study focuses on the 8-4-4 curriculum with particular emphasis on Form two geography students. Finally, it is only Kithungu (2015) that has clearly shown the relationship

between school subject combination and the choice of Computer Studies. The knowledge gap was addressed by focusing on the factors leading to the choice of geography in public secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology is an essential component of research which provide direction for issues of investigation. This chapter presents in detail, the methodology utilized to conduct the study and the research design. It also gives an account of the research site, target population, sampling and sampling procedures as well as the description of research instruments. Finally, the chapter focuses on pilot testing, the validity of research instruments, reliability, data processing and analysis together with legal and ethical considerations.

3.2 Research Design

The research design is an outline of the gathering, estimation, and investigation of information (Cooper & Schindler, 2008). The study adopted a descriptive research design because a large amount of data can be collected to give detailed information about the study problem. This design allows researchers to collect original data intended to describe a large population and is cheaper compared to other forms of designs (Gatara, 2010). The study intended on establishing the influence of parental influence, students' aspirations, students' attitude and school subject combination on the choice of geography among students in public secondary schools in Kieni East Sub-County Nyeri, Kenya. Consequently, the design was suitable for gathering, recording and reporting matters as they are in the study area.

3.3 Research Site

The study was conducted in Nyeri County, the specific locality being Kieni East Sub-County. The sub-county is composed of three zones mainly; Narumoru, Gakawa, and Kabaru zones. It is located between Nanyuki and Nyeri towns and on the southern slopes of Mt. Kenya. It borders Nyeri Central and Mathira West. The sub-county boasts of expansive livestock rearing as well as horticulture farming. The area has cotton soil that is conducive for farming as well as dairy farming. Kieni East Sub-County was ideal for the study since no such study had been conducted in the Sub-County. Also, as per 2018, KCSE analysis, the geography subject had the lowest enrollment of students. Furthermore, there is relatively little specific information on the factors that influence students' choice of geography.

3.4 Target Population

Mugenda and Mugenda (2012) define the target population as the overall number of participant that the researcher intends to gather information from. According to the records obtained from Kieni East Sub-county Education Office (2019), there was a total of 28 public secondary schools in the Sub-County. It was assumed that the 28 public secondary schools each had a head of department in charge of the geography subject. The study, therefore, targeted the 28 public secondary schools, 463 Form Three students, 28 Heads of Department and 57 geography teachers (Kieni East Sub-county Education Office, 2019). This summed up to a total of 548 respondents.

3.5 Study Sample

3.5.1 Study Sample Size

A sample is a portion of the respondents that is representative and ideal for analysis (Creswell, 2017). The features of the sample can be generalized to reflect the whole population from which it was obtained (Best & Kahn, 2016). Most often than not, studies are constrained by time, expenses as well as accessibility to respondents hence necessitating the use of samples that are representative of the whole population of respondents (Cohen, Morrison, & Manion, 2017). The study obtained data from single-sex schools, boarding and mixed day schools from Naromoru, Gakawa, and Kabaru zone in Kieni East Sub-County, Nyeri County.

3.5.2 Sampling Procedure

The formula developed by Krejcie and Morgan (1970) was used to determine the sample size as indicated below;

$$\mathrm{n} = \frac{X^2 * N * P(1-P)}{\left(ME^2 * (N-1)\right) + (X^2 * P * (1-P))}$$

Where

n=Sample size

X^2=Chi Square for the specified confidence level at 1 degree of freedom= (3.841) from tables

N=Population size

P=Population proportion (.50 in the table)

ME=Desired margin of error (expressed as a proportion=0.05)

The number of public secondary schools that were sampled was as follows;

=3.841 x 28 x 0.5 (1-0.5)/ 0.5x0.5 (28-1) +3.841x0.5 (1-0.5)

= 26.89/1.03

= 26 public secondary schools

The number of geography teachers that were sampled for the study was as follows;

=3.841 x 57 x 0.5 (1-0.5)/ 0.05x0.05 (57-1) +3.841x0.5 (1-0.5)

54.73/1.1

= 50 teachers

The number of students that were sampled for the study was as follows;

=3.841 x 463 x 0.5 (1-0.5)/ 0.05x0.05 (463-1) +3.841x0.5 (1-0.5)

=444.60/2.12

= 210 students

The study sampled 210 students from the 26 public secondary schools using simple random sampling. This constituted 45% of the target population. Mugenda and Mugenda, (2012) posited that for descriptive research, a sample size ranging from 10 to 50% is deemed acceptable. From the sampled schools, eight students were picked from the schools with an additional one added to the tenth school. The names of the eight geography students to be involved in the study were written on a piece of paper, then folded. The students could pick one at a time from a container, and those picked were recorded and included in the sample. The choice of the geography students was made irrespective of gender. The focus was on Form Three geography students since they had chosen geography as their core subject.

The researcher sampled 88% of the 57 geography teachers to get 50 teachers. From each of the 26 schools, two geography teachers and one HoD were purposefully selected. Orodho (2012) deems purposive sampling as most appropriate when seeking an expert opinion from participants with information on the study problem. The technique was therefore appropriate since HoDs and geography teachers are well acquainted on the status of the geography subject in the specific schools. Table 3.1 highlights the sampling frame.

Table 3.1: Population and Sample Size

Category	Population	Sample	Percentage	Sampling technique
HODs	28	26	93%	Purposive
Teachers	57	50	88%	Purposive
Students	463	210	45%	Simple random
Total	548	286		

Source: Author

3.6 Data Collection

Different types of methods generate different types of knowledge. Accordingly, the study made use of questionnaires to collect data from the heads of department, geography teachers and Form Three students.

3.6.1 Data Collection Instruments

The study made use of a questionnaire to gather information. The questionnaire is ideal in addressing the study objectives in both an accurate and convenient manner. Also, it captured the respondents' attitudes and feelings on the study problem. The questionnaire was in three sets with that of HoDs, the teachers who teach geography and form three students taking geography.

3.6.1.1 Heads of Department Questionnaire (HDQ)

Section one of the HoDs questionnaire focused on background information with specific emphasis on gender, highest academic qualifications and teaching experience. Section two delved into the influence of students' aspirations on their choice of geography in public secondary schools. Section three was on school subject combination, and section four was on parents influence on the choice of geography. The focus of parental influence was majorly on parent's attitude towards offering geography in public secondary school, the extent of parental involvement in student subject choice and the career guidance offered by parents.

3.6.1.2 Teachers Questionnaire (TQ)

The first section of the questionnaire incorporated the background information of the teachers. In contrast, the subsequent sections focused on the influence of students' aspirations on the choice of geography, school subject combination practices and finally, the influence of parents on the choice of geography.

3.6.1.3 Students' Questionnaire (SQ)

The student questionnaire was organized into four sections, namely sections one through to four. Section one helped the research to collect background information of students, namely gender and age. The focus of the second section was on students' attitude towards geography. The emphasis of the third section was on school subject combination practice, while the fourth section was on parental influence on the choice of geography.

3.6.2 Pilot Testing of Research Instruments

It is important to check the data collection tools before gathering data to ascertain their practicability, reliability and validity (Creswell, 2012). As such, piloting was done to ensure that the language used in the instruments was clear and understandable, the layout and length of the tool were convenient in terms of time taken by the respondents to answer the questions. The pilot study was conducted in Kieni West Sub – County Nyeri with the focus on Gataragwa girls and Endarasha secondary school. The pilot study utilized purposive sampling to select two heads of department and four geography teachers from the targeted schools. Gataragwa girls and Endarasha secondary schools were selected for the pilot study because the schools are in Kieni West constituency while the actual study was conducted in Kieni East Constituency, Nyeri County hence the pilot survey respondents did not influence the actual survey responses.

There was a total of 46 geography students in Gataragwa girls and 24 in Endarasha secondary school, making up 70 geography students (Kieni West Sub-county Education Office, 2019). The lottery method was employed to obtain the sample size of geography students to be involved in the pilot. The students were requested to pick folded papers assigned with words named (selected and not selected) from a container. Each of the students was given an equal chance of being included in the sample. In this process, geography students were organized to get sampling frame within the respective secondary schools. Then from the list of respondents, ten students were sampled from each secondary school, summing up to 20 students in total. Orodho (2012) believed that for pilot testing, 10% of the sampled population was adequate. As such, the study involved three heads of department, five geography teachers and 20 students to ensure that the instrument is both reliable and valid.

3.6.3 Instrument Reliability

Reliability is the constancy of measurement by research instruments if replicated (Kothari, 2017). Strategies to enhance the reliability of research results include; objectively scoring results, training of researchers and use of a reasonable rating scale (Dillman, Hao and Millar, 2017). Cronbach's alpha for internal consistency was used to test reliability. The Cronbach's alpha for internal consistency involves a one test administration to measure the reliability of results across a set of items. This research study adopted the Cronbach's alpha coefficient test for internal consistency. Blumberg, Cooper and Schindler (2008) considered Cronbach's alpha coefficient range of 0.7 to 0.9 to be good for reliability test.

In order to test the research instrument for internal reliability, a pilot study was conducted to check on any ambiguous questions, identify defects in the questions or lack of clarity in the instructions as well as suggest any changes. Table 3.2 highlights the results.

Table 3.2: Reliability Test

Study Variables	Cronbach's Alpha
Choice of geography	0.751
Students' aspirations	0.812
Students' attitude	0.973
Parental influence	0.831
School subject combination	0.745

From the findings in Table 3.2, the variable with the highest reliability was students' attitude (α= 0.973) followed by parental influence (α= 0.831) then students' aspirations (α= 0.812), choice of geography (α= 0.751) and finally school subject combination (α=

745). This, therefore, depicts that the instrument was reliable and therefore required no amendments.

3.6.4 Instrument Validity

Validity is the questionnaires ability to measure what is intended meaningfully and describe the construct meaningfully (Cooper & Schindler, 2014). Content validity was attained by incorporating the views of content experts consisting of three lecturers from the department of education, Africa Nazarene University. The suggestions and advice offered were used as a basis to modify the items in the questionnaire and to make them more adaptable to the study.

3.6.5 Data Collection Procedure

A permit for data collection was obtained from the National Commission for Science, Technology and Innovation. The permit was presented to the principals of the selected schools to seek permission and to inform them about the intended study. After the consent to carry out the research was obtained, the researcher travelled to each of the schools under study for familiarization purposes before the instruments were administered. During this time, the researcher explained the study and each participant's role in it. On the second visit to the school, the researcher personally administered the questionnaires to each of the respondents.

3.7 Data Processing and Analysis

The gathered data were validated, edited and then coded. Analyses were done using SPSS version 23 after which quantitative data were summarized using various descriptive and inferential statistics to determine relationships stated in the objectives before being presented in tables, bar graphs and pie charts. The regression model adopted, as expressed below, took the form of the X and Y regression equations.

$\gamma=\beta_0+ \beta_1x_1+ \beta_2x_2+ \beta_3x_3+ \beta_4x_4 + \epsilon$

Where:

Y = Choice of geography

X_1 = Students' aspirations

X_2 = Students' attitude

X_3 = Parental influence

X_4 = School subject combination

β_o, = constant term or y intercept

β_1, β_2, β_3, β_4 = Coefficients of the regression model
ϵ = the error term

3.8 Legal and Ethical Considerations

The researcher obtained the introductory letter from African Nazarene University and the permit from the National Council for Sciences and Technology and Innovation (NACOSTI) before proceeding to the field to collect data. A copy of the permit and the introduction letter were presented to the County Director of Education Nyeri to obtain further authorization to visit the schools. The researcher visited the schools and met the principals who were briefed on the purpose of the study. After getting permission from the principals, the researcher administered the instruments to the HODs, geography teachers and students. Participation in the study was voluntary, and those participating remained anonymous. The researcher acknowledged all those that contributed to the study one way or the other.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents an analysis of the data and findings. The purpose of the study was to examine factors influencing students' choice of geography subject in public secondary schools in Kieni East Sub County Nyeri, Kenya. The study objectives were: to examine the influence of students' aspirations on the choice of geography subject, to establish the influence of students' attitude on the choice of geography subject, to establish the influence of parents on students' choice of geography and to examine the influence of school subject combination on students' choice of geography subject. Data were collected by the use of questionnaires from the Form Three students, teachers and heads of department. The data was analysed with the use of descriptive and inferential statistics. The findings were presented in the form of figures and tables. Results were presented for each of the theme drawn from the objectives and were interpreted.

4.2 Response Rate

A total of 190 out of 210 students, 46 out of 50 teachers and 23 out of 26 heads of department duly completed and returned the questionnaires. Therefore, the return rate for questionnaires used in data analysis were 90.5% for students, 92% for teachers and 88.5% for heads of department. This was in line with Orodho (2012) that a response rate above 50% contributes towards gathering of enough data that could be generalized to represent the opinions of respondents on the study problem.

4.3 Characteristics of the Respondents

The background information of the students, teachers and heads of department lays a foundation on which the interpretations of the study are based. The emphasis of the background information is on students' gender and age as well as the gender, academic qualifications and teaching experience for both the geography teachers and the heads of department. The analyzed background information was captured in the sections that follow.

4.3.1 Students' Demographic Information

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

		Frequency	Percent
Gender	Male	122	64.2
	Female	68	35.8
	Total	**190**	**100**
Age	15 to 17 years	123	64.7
	18 to 20 years	63	33.2
	Over 20 years	4	2.1
	Total	**190**	**100**

Basing on the findings in Table 4.1, 64.2% of the students were male while 35.8% of them were female. This is a clear indication that male students have a preference for the geography subject compared to their female counterparts. Concerning age, 64.7% of the students were in the 15 to 17 years age bracket, 33.2% of them are between 18 to 20 years while the least (1.6%) comprise those that were below the age of 15 years. Majority of the students are within the 15 to 17-year age bracket. This is usually the age at which the bulk of students are at form three level of education.

4.3.2 Teachers' Demographic Information

This section presents teachers background information considered crucial for analysis in this study such as gender, academic qualifications and teaching experience. The findings are as presented in Table 4.2.

Table 4.2: Teachers' Demographic Information

		Frequency	Percent
Gender	Male	30	65.2
	Female	16	34.8
	Total	**46**	**100**
Academic qualification	Diploma	13	28.3
	Degree	23	50
	Masters	10	21.7
	Total	**46**	**100**
Teaching experience	0 to 6 years	16	34.8
	6 to 11 years	20	43.5
	Over 11 years	10	21.7
	Total	**46**	**100**

The results on gender in Table 4.2 revealed that majority (65.2%) of the teachers were male with female teachers comprising 35% of the total number of geography teachers in Kieni East sub-county. Half of the teachers had Bachelor's degrees in education, 28.3% Diploma and 21.7% of them had a Master's degree. In addition, 43.5% of the respondents had a teaching experience of 6 to 11 years, 34.8% of them had taught for a period not exceeding six years and 21.7% of the respondents had taught for over 11 years. The teachers in public secondary schools in Kieni East sub-county are highly educated and have vast teaching experience. The implication is that the teachers can guide students accordingly on choosing humanities subjects that are in line with their career path.

4.3.3 HoD's Demographic Information

The background information for the heads of department is highlighted in table 4.3.

Table 4.3: HoD's Demographic Information

		Frequency	Percent
Gender	Male	14	60.9
	Female	9	39.1
	Total	**23**	**100**
Academic qualification	Diploma	6	26.1
	Bachelor's Degree	15	65.2
	Masters	2	8.7
	Total	**23**	**100**
Teaching experience	0 to 6 years	10	43.5
	6 to 11 years	8	34.8
	Over 11 years	5	21.7
	Total	**23**	**100**

As evidenced in Table 4.3, 60.9% of the respondents were male, while 39.1% of them are female. The findings suggest that majority of male teachers have a preference towards teaching the geography subject. Also, 65.2% of the HoD's had a Bachelor's degree, 26.1% Diploma and 8.7% of them had a Master's degree. Concerning the teaching experience of the HoDs, 43.5% of them had taught for not more than 6 years, 34.8% for 6 to 11 years while 21.7% for over 11 years.

4.3.4 Training on how to teach Geography

The study deemed it essential to establish if teachers had undergone training on how to teach the geography subject. Figure 4.1 highlights the results.

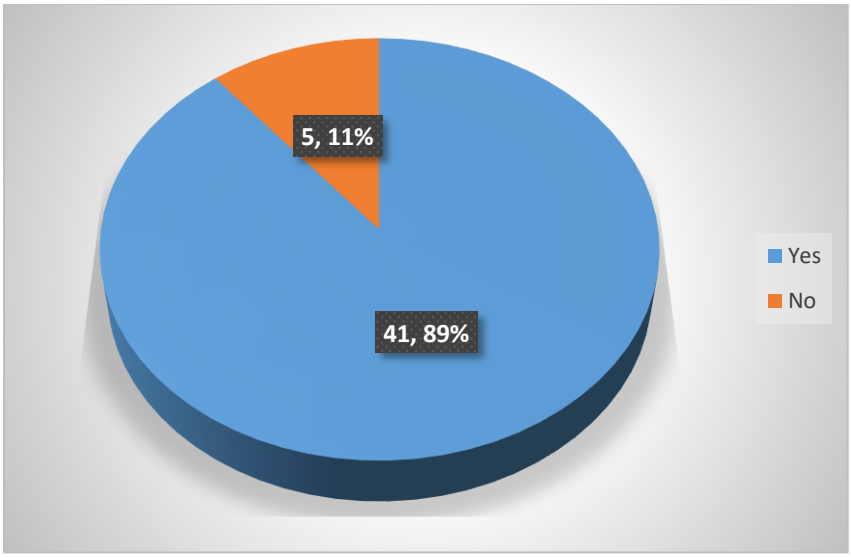


Figure 4.1: Training on how to teach Geography

Evidently, from figure 4.1, 41 (89%) of the teachers confirmed that they were trained geography teachers. It was only 5 (11%) who had not undergone training. The implication is that majority of the teachers were well versed with the teaching of Geography and were better placed to highlight factors that influence students to choose the geography subject.

4.4 Presentation of Research Analysis and Findings

This section of the study presents the findings from the analysis of data on factors influencing students' choice of geography subject in public secondary schools in Kieni East Sub County Nyeri, Kenya. Results are also presented for correlation and regression analysis.

4.4.1 Influence of Students' Aspirations on the Choice of Geography

The first objective of the study was to find out the influence of students' aspirations on the choice of geography in public secondary schools in Kieni East Sub-County Nyeri, Kenya. The results on students' aspirations are presented in the following subsections.

4.4.1.1 Extent to which Geography prepares Students for future career

The extent to which geography prepares the students for their future career was established in the study. Figure 4.2 shows the responses from the students in public secondary schools in Kieni East sub-county.

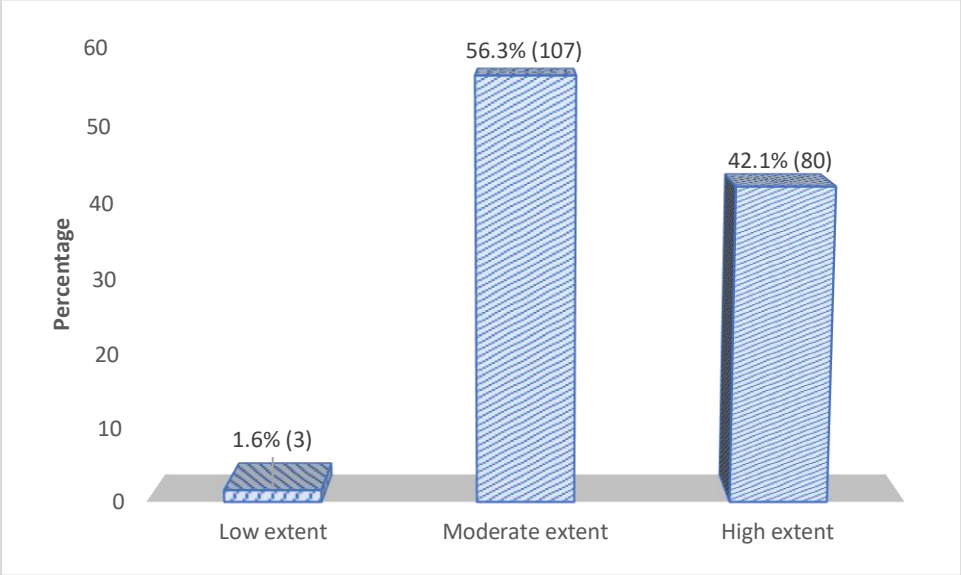


Figure 4.2: Extent to which Geography prepares Students for future career

As shown in Figure 4.2, 107 (56.3%) of the students noted that Geography prepares them for future career to a moderate extent, 80 (42.1%) to a great extent and 3(1.6%) to a low extent. Clearly, most of the students believed that Geography prepares them for a future career.

4.4.1.2 Students' Career Aspirations and Choice of Geography

The study sought the respondents view on the influence of students' career aspiration on the choice of Geography. These views were sought from the teachers and the heads of department. The findings are illustrated in Figure 4.3 and 4.4

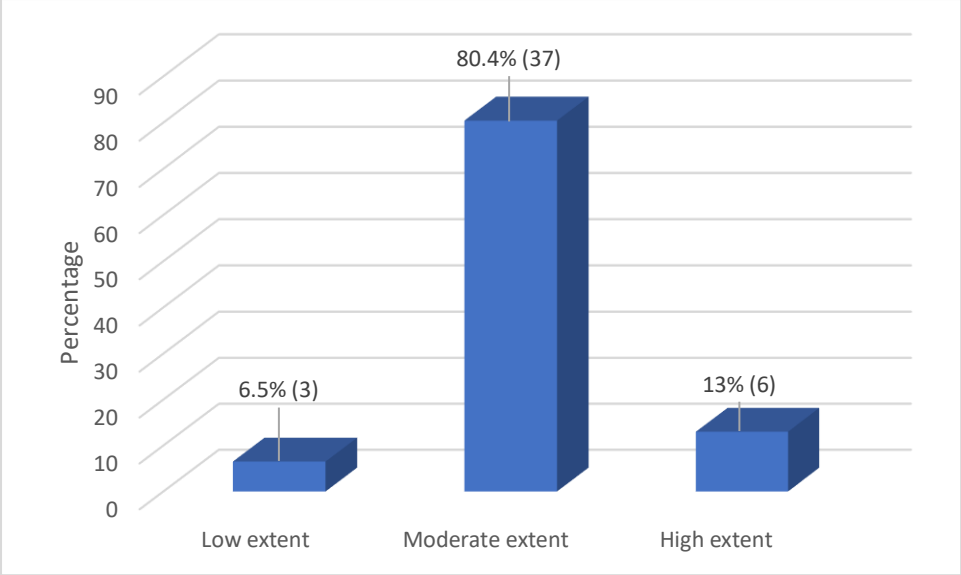


Figure 4.3: Teachers' Response on influence of students' career aspirations on choice of Geography

The teachers were asked to ascertain whether students' career aspirations influence the choice of Geography. From the findings in Figure 4.3, 37 (80.4%) of the teachers noted that the career aspiration of students influenced the choice of Geography to a moderate extent, 6 (13%) to a high extent and 3(6.5%) to a low extent. The teachers perceived that the career aspiration of learners was not a key determinant of their choice of the geography subject.

4.4.1.3 HoDs' Response on the influence of students' career aspirations on the choice of Geography

The heads of department in public secondary schools in Kieni East sub-county were asked whether students' career aspirations influence the choice of Geography. Figure 4.4 illustrates the findings.

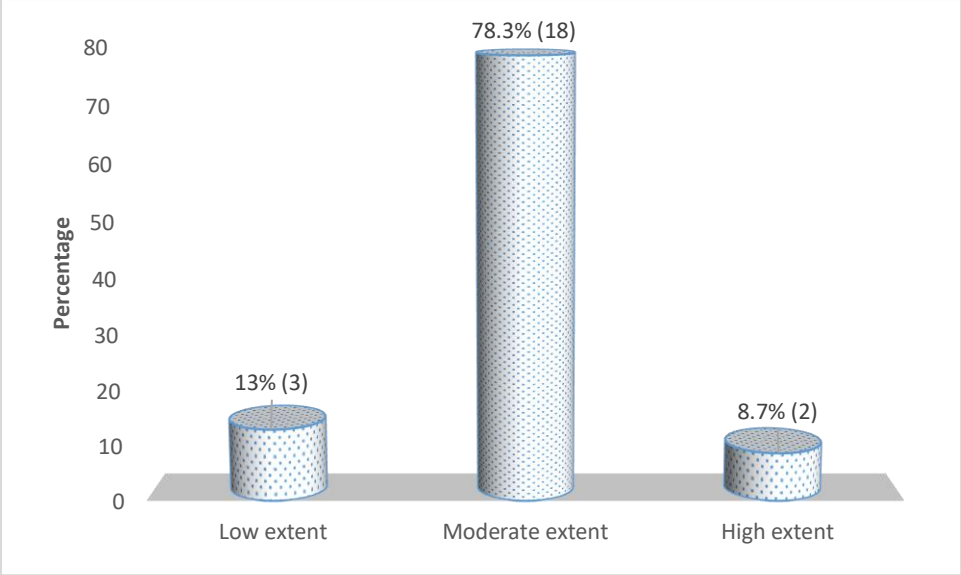


Figure 4.4: HoDs' Response on the influence of students' career aspirations on the choice of Geography

Basing on the findings in Figure 4.4, 18 (78.3%) of the heads of department stipulated that students' career aspiration influences the choice of Geography to a moderate extent while 3 (13%) to a low extent. Evidence suggests that students' career aspirations were not a determining factor of their choice of the geography subject.

4.4.2 Students' attitude towards geography in public secondary schools in Kieni East Sub-County

The second objective of the study sought to establish students' attitudes towards geography in public secondary schools in Kieni East Sub-County Nyeri, Kenya, since their attitude determines whether they choose the subject or not. The emphasis was on perceptions about geography and students' attitudes toward geography.

4.4.2.1 Students' Perceptions of Geography

To establish students' attitudes towards geography, the study sought to establish students' perception of geography. The findings on students' perception of Geography are presented in Figure 4.5.

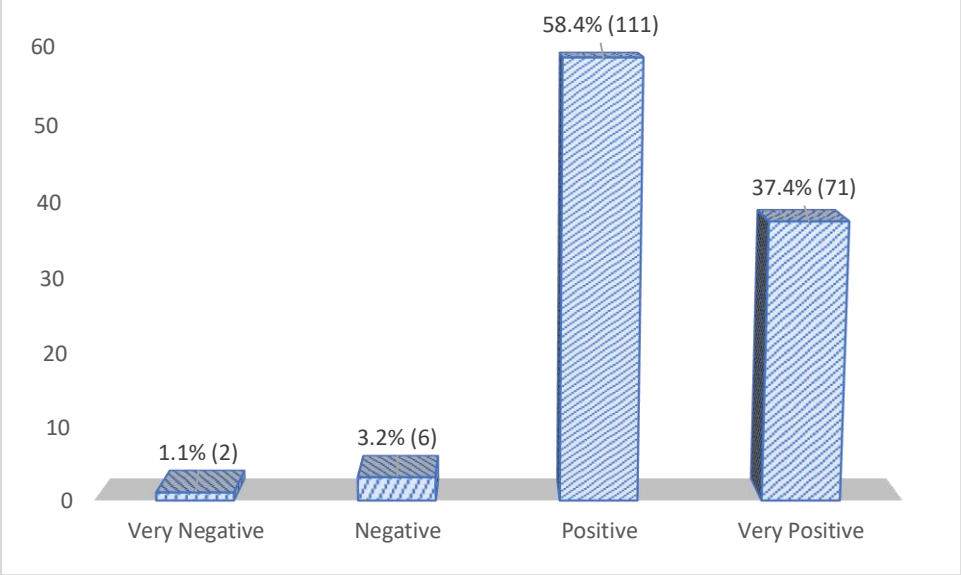


Figure 4.5: Students' Perception of Geography

As evidenced in figure 4.5, 111 (58.4%) of the students had positive perceptions about Geography, while 3.2% (6) had negative perceptions about Geography. The students had an interest in studying the geography subject. This could be attributed to its relevance to their career aspiration or the influence of their parents.

4.4.2.2 Students' Attitude towards Geography

The study sought students' opinions on their attitude towards geography. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. Table 4.4 illustrates the results.

Table 4.4: Students' Attitude towards Geography

		SD	D	NS	A	SA	Mean	Std. Deviation
Geography lessons are very interesting	Freq	3	8	4	91	84	4.29	0.833
	%	1.6	4.2	2.1	47.9	44.2		
There are so many career opportunities for Geography	Freq	2	3	18	88	79	4.26	0.778
	%	1.1	1.6	9.5	46.3	41.6		
The Geography teacher motivates the students a lot in their teaching	Freq	10	12	16	85	67	3.98	1.081
	%	5.3	6.3	8.4	44.7	35.3		
Geography concepts, terms and definition can easily be understood	Freq	4	9	13	93	71	4.15	0.896
	%	2.1	4.7	6.8	48.9	37.4		
There are relevant local examples in Geography	Freq	4	2	21	74	89	4.27	0.86
	%	2.1	1.1	11.1	38.9	46.8		

***Key: SD**: Strongly Disagree, **D** = Disagree, **NS** = Not Sure, **A** = Agree, **SA** = Strongly Agree*

The results from the study revealed that 91 (47.9%) students agreed that geography lessons are very interesting (mean = 4.29, SD = 0.833). The implication is that the learners could have chosen the geography subject since they find it interesting. Also, there is a possibility that the learners enjoy how teachers deliver the subject content.

Furthermore, 88 (46.3%) students agreed there are many career opportunities for geography (mean = 4.26, SD = 0.778). The findings indicated that students are aware of the career opportunities the geography subject offers. It could also mean that the learners were adequately oriented on the career opportunities the geography subject offers.

In addition, 85 (44.7%) students agreed that the geography teacher motivates them a lot in their teaching (mean = 3.98, SD = 1.081). The findings suggest that teachers are a determining factor in the choice of the geography subject.

Also, 93 (48.9%) students agreed that geography concepts, terms and definitions can easily be understood (mean = 4.15, SD = 0.896). This could mean that the students who chose geography are well versed with the concepts, terms and definitions in the subject.

Also, it could suggest that their teachers teach the learners geography concepts and terms well. Finally, 89 (46.8%) affirmed that there are relevant local examples in geography (mean = 4.27, SD = 0.86). The implication is that the learners benefited from practical aspects of the geography subject.

4.4.2.3 Teachers' Response on Students' Perception of Geography

The study sought teachers' view on the perceptions of students about Geography. The findings are as presented in figure 4.6.

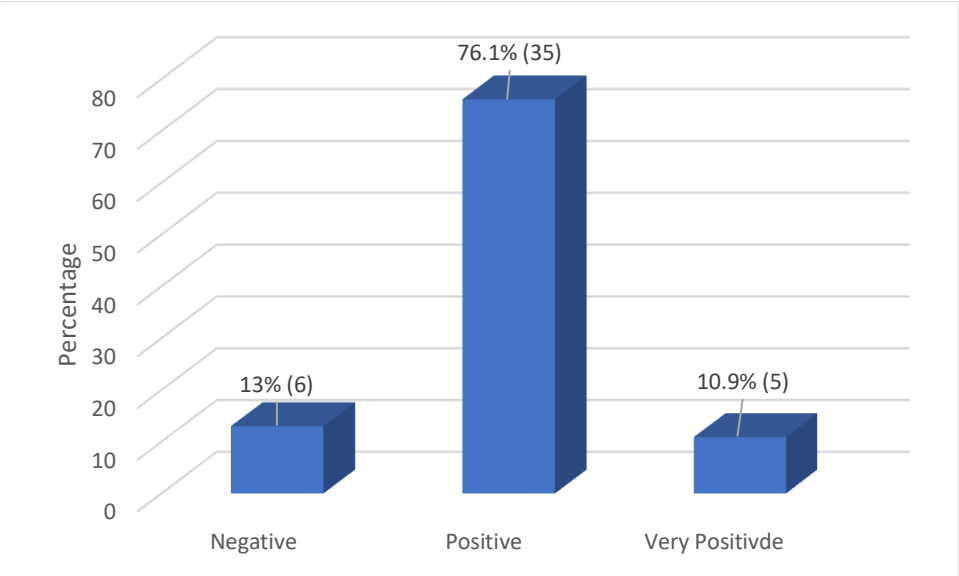


Figure 4.6: Teachers' Response on Students' Perception of Geography

Basing on the results in Figure 4.6, 35 (76.1%) of the teachers noted that students had positive perceptions of geography while 6 (13%) of the teachers espoused that students had negative perceptions of geography. Overall, the majority (87%) of the teachers confirmed that the students had positive perceptions of geography. This could be one of the factors that influenced the learners to choose geography.

4.4.2.4 HoD's Responses on Students' Perception of Geography

Heads of department views on students' perception of geography are highlighted in Figure 4.7.

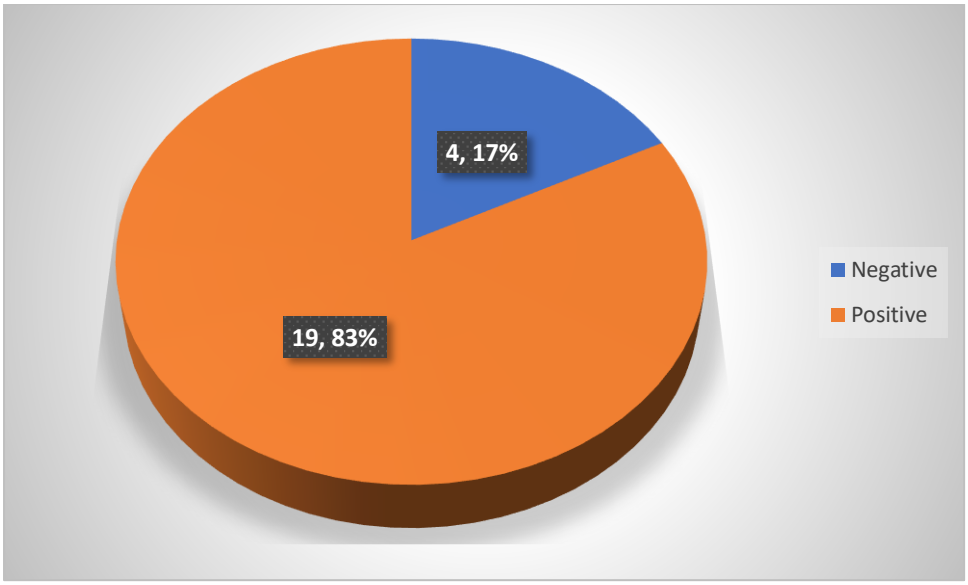


Figure 4.7: HoD's Response on Students' Perception of Geography

As evidenced in Figure 4.7, 19 (83%) of the heads of department noted that the students had positive perceptions about Geography while 4 (17%) had a contrary opinion. This indicated that the majority of the students had a positive perception of geography.

4.4.2.5 Teachers' Response on Students Attitude towards Geography

The study sought teachers view on the students' attitude towards geography. The findings are as presented in Figure 4.8.

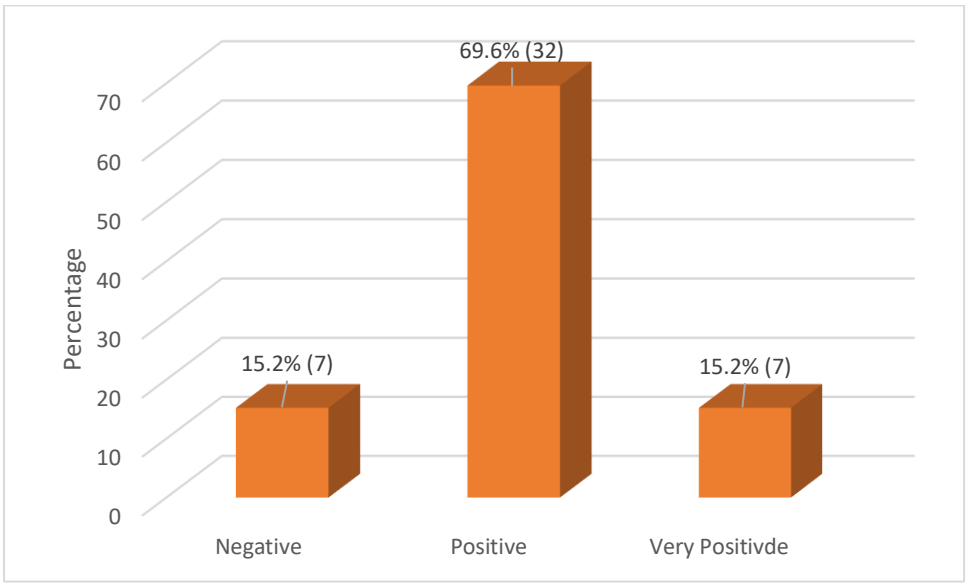


Figure 4.8: Teachers' Response on Students Attitude towards Geography

The findings contained in Figure 4.8 indicated that 32 (69.6%) of the teachers believed that students had a positive attitude towards geography, and 7 (15.2%) very positive. In comparison, 7 (15.2%) of the teachers believed that students had a negative attitude towards Geography. Generally, the majority (84.8%) were of the view that students had a positive attitude towards geography. This could be one of the reasons why the students decided to choose Geography.

4.4.2.6 HoD's Response on Students' Attitude towards Geography

The study further requested heads of department view on students' attitude towards Geography. The findings are presented in Figure 4.9.

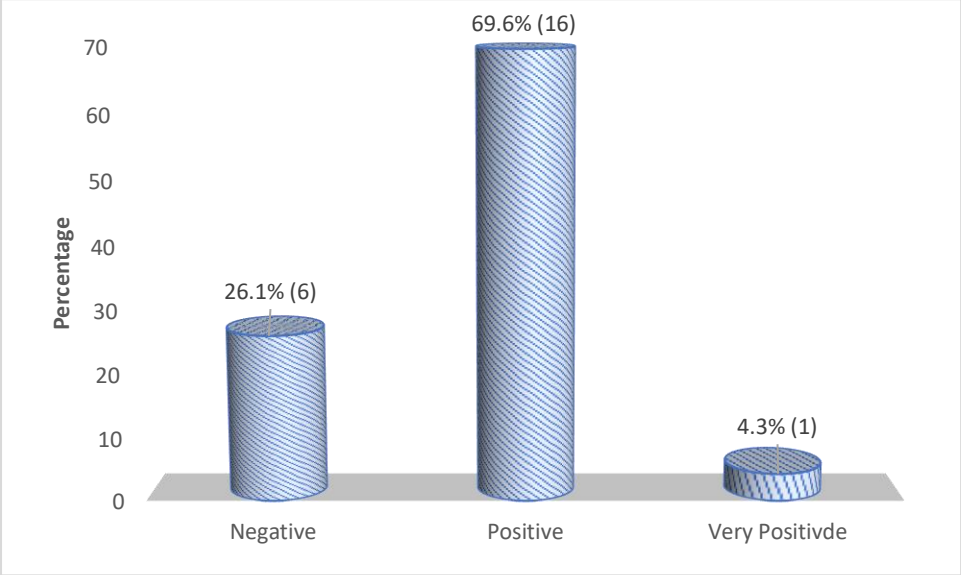


Figure 4.9: HoD's Response on Students' Attitude towards Geography

From the findings in Figure 4.9, 16 (69.6%) of the heads of department noted that students had positive attitudes towards geography while 6 (26.1%) a negative attitude towards geography. In general, the majority of the heads of department confirmed that the students had a positive attitude towards geography.

4.4.3 Parental influence on students' choice of geography in Kieni East Sub-County

The third objective of the study was to assess the influence of parents on students' choice of geography in Kieni East Sub-County Nyeri, Kenya. The emphasis was on parents' level of education, parents' attitude towards geography, parental involvement in subject choice and parents' guidance on the choice of geography. The findings are as presented in the subsections below.

4.4.3.1 Parents level of education

The study enquired from the students the level of education of their parents. The results of the study are illustrated in figure 4.10.

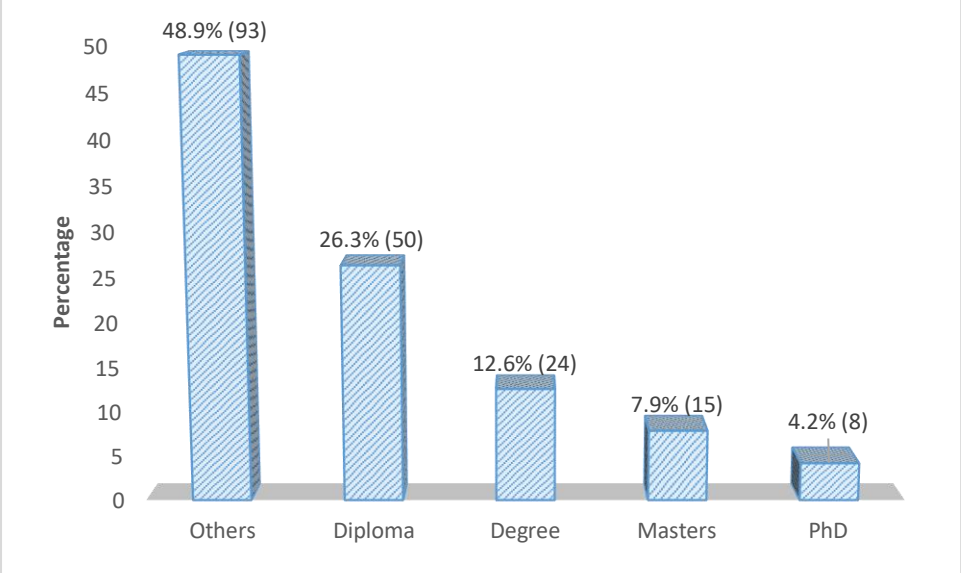


Figure 4.10: Parents level of education

It was evident in the findings in Figure 4.10 that 50 (26.3%) had a Diploma, 24 (12.6%) had a degree while the least (4.2%) had a PhD. The implication is that the parents were fairly educated. They are therefore likely to influence the students' choice of the geography subject.

4.4.3.2 Students' response on Parents' attitude towards Geography

The study sought students' views on their parents' attitude towards geography. The findings are as presented in Figure 4.11.

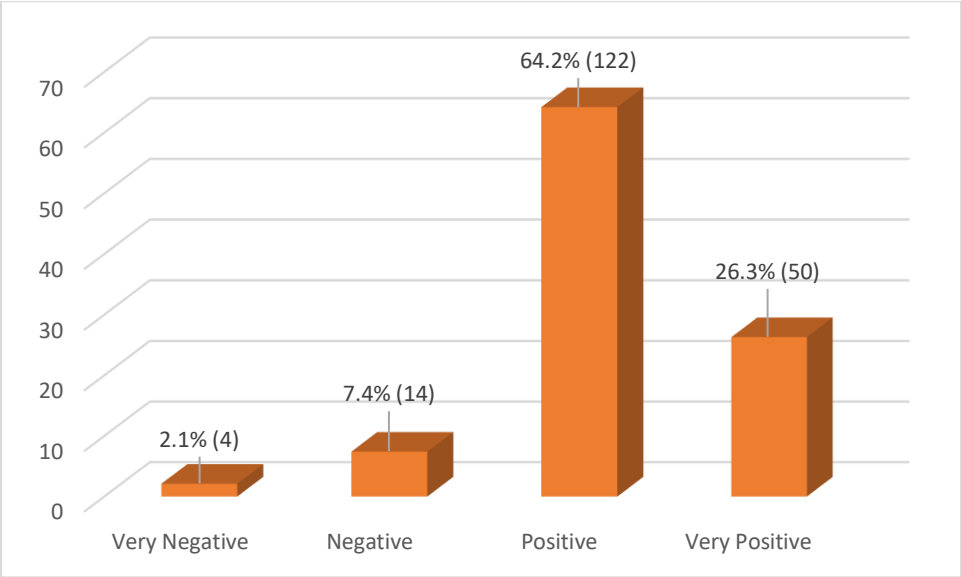


Figure 4.11: Students' response on Parents' attitude towards Geography

Basing on the findings in Figure 4.11, 122 (64.2%) of the students noted that their parents had positive attitudes towards Geography while 14 (7.4%) stated that parents had a negative attitude towards geography. The findings imply that the parents were key in encouraging the learners to choose the geography subject.

4.4.3.3 HoD's Response on Parents' attitude towards the offering of Geography in public secondary schools

The study requested heads of department view on parents' attitude towards geography. The findings are presented in Figure 4.12.

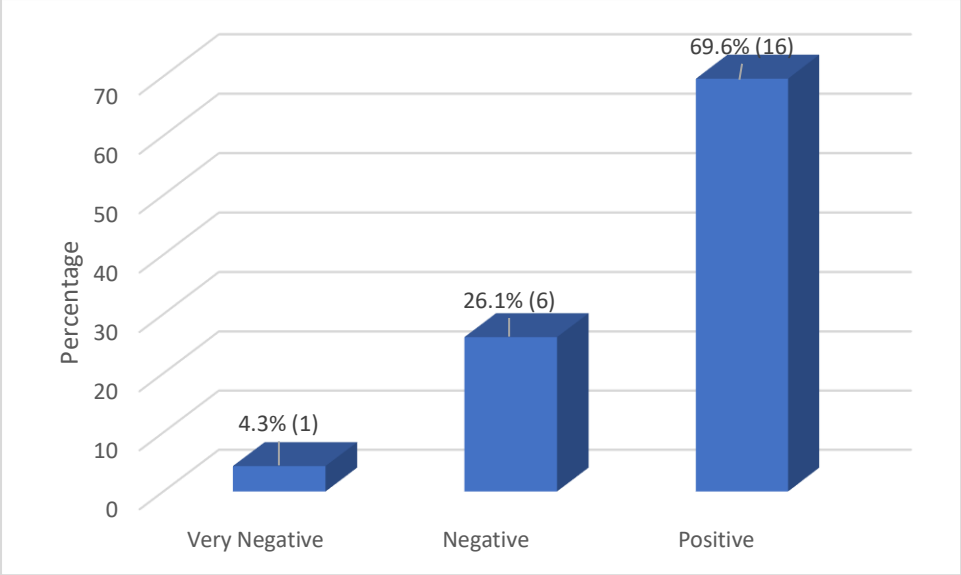


Figure 4.12: HoD's Response on Parents' attitude towards offering of Geography in public secondary schools

From the findings in Figure 4.13, 16 (69.6%) of the HoDs' stipulated that parents had a positive attitude towards the offering of Geography in public secondary schools. In comparison, 6 (26.1%) espoused that parents had a negative attitude towards the offering of Geography in public secondary schools. The findings implied that the parents were supportive of the school offering the geography subject. They might have encouraged the learners to choose the geography subject.

4.4.3.4 Teachers' Response on Parents' attitude towards teaching of Geography

The study sought teachers' views on parents' attitude towards the teaching of Geography. Figure 4.13 highlights the findings.

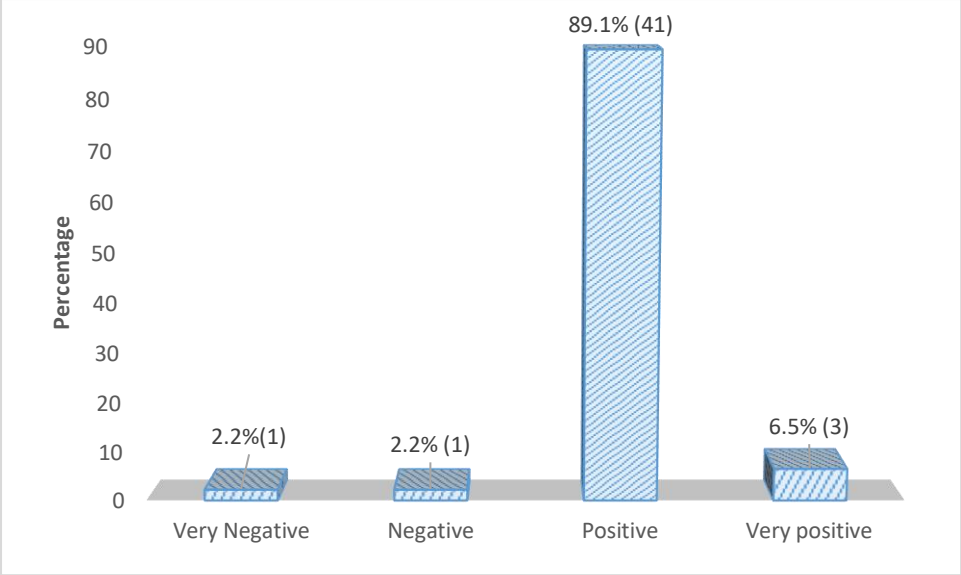


Figure 4.13: Teachers' Response on Parents' attitude towards teaching of Geography

As shown in Figure 4.13, the majority (89.1%) of the teachers believed that parents had positive attitudes towards the teaching of Geography. The findings suggest that teachers are of the view that parents had positive attitudes towards the teaching of Geography.

4.4.3.5 Teachers response to the extent of Parental involvement in subject choice

The study deemed it essential to establish teachers' view on the extent of parental involvement in subject choice. Figure 4.14 highlights the findings.

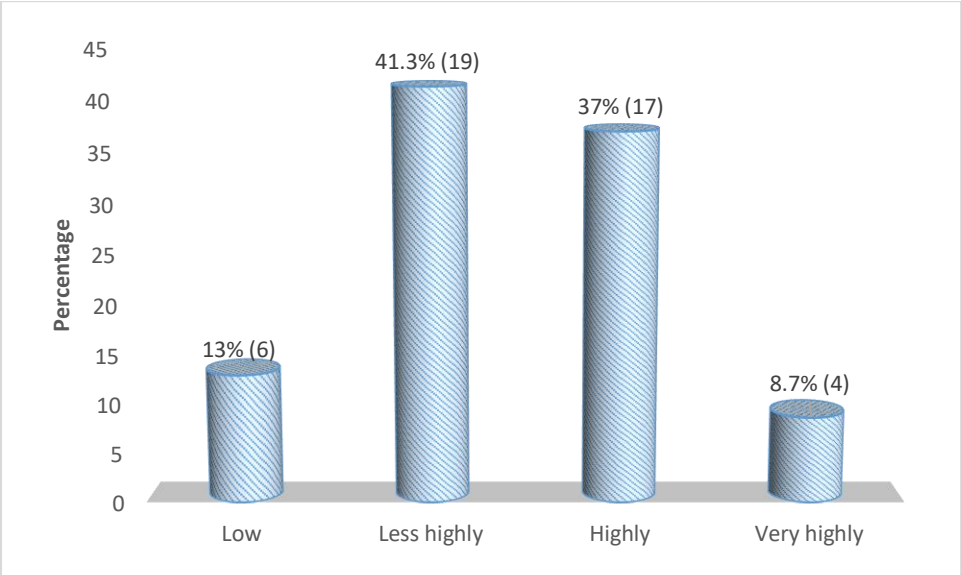


Figure 4.14: Teachers response on the extent of Parental involvement in subject choice

Basing on the findings in Figure 4.14, 19 (41.3%) of teachers noted that parents are less highly involved in students' subject choice while 6 (13%) stated that parents are lowly involved in subject choice. Overall, parents are not highly involved in the students' subject choice of Geography.

4.4.3.6 HODs response on the extent of Parental involvement in subject choice

The study further sought heads of department views on the extent of parental involvement in subject choice. Figure 4.15 illustrates the results.

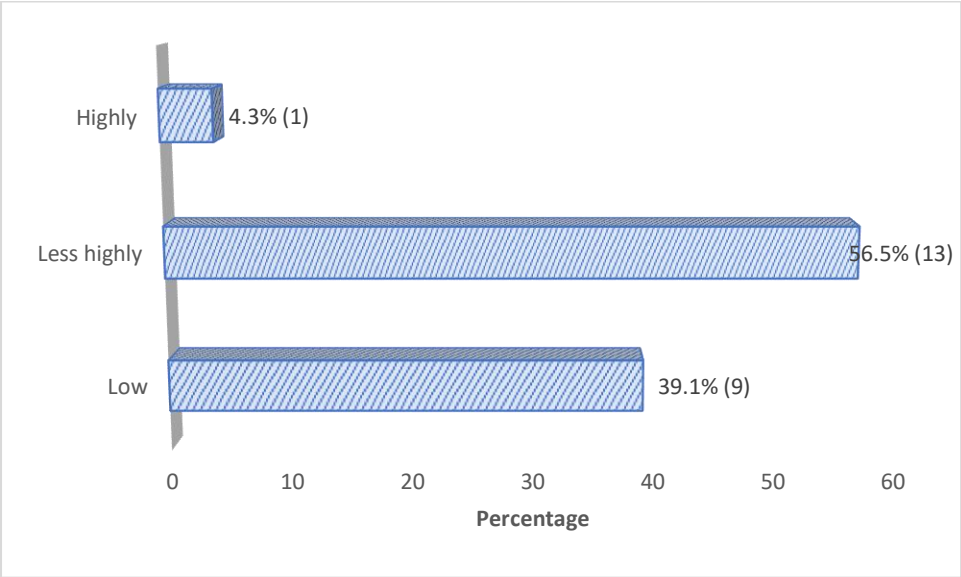


Figure 4.15: HODs response on the extent of Parental involvement in subject choice

As shown in Figure 4.15, 13 (56.5%) of the heads of department noted that parents are less highly involved in subject choice while 1 (4.3%) highly involved. In general, the heads of department believed that parents are less highly involved in subject choice.

4.4.3.7 Students' response on Parents' guidance on the choice of Geography

The study sought students' views on parents' guidance on the choice of Geography. The findings are as presented in Figure 4.16.

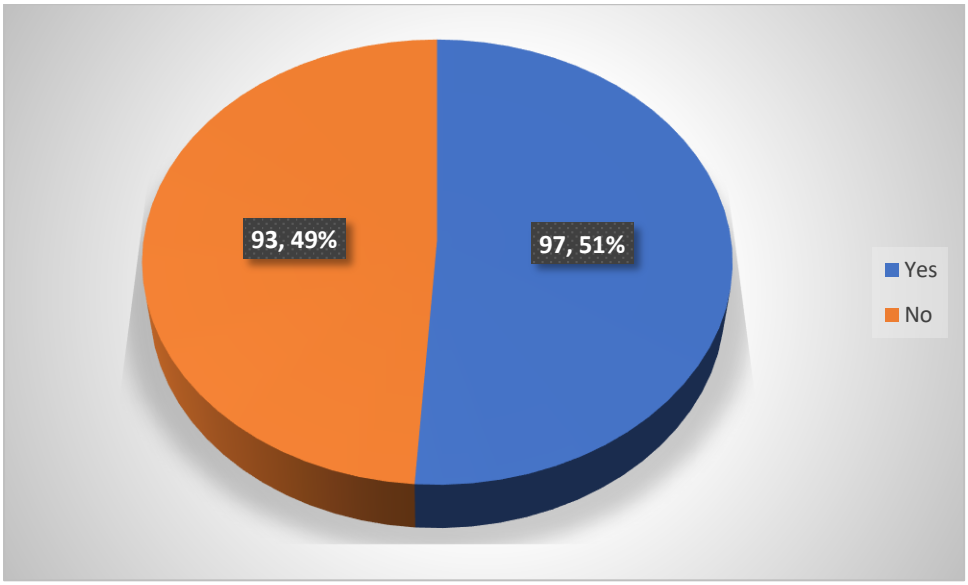


Figure 4.16: Students' response on Parents' guidance on the choice of Geography

As shown in Figure 4.16, 97 (51%) of the students noted their parents guided them on the choice of Geography while 93 (49%) were not guided on subject choice. Overall, some parents were involved in guiding their children on the choice of Geography, while others were not involved.

4.4.3.8 Influence of Career guidance by Parent/Guardian on Choice of Geography

The study enquired from the students the influence of their parents/guardians on the choice of geography. The results of the study are illustrated in Figure 4.17.

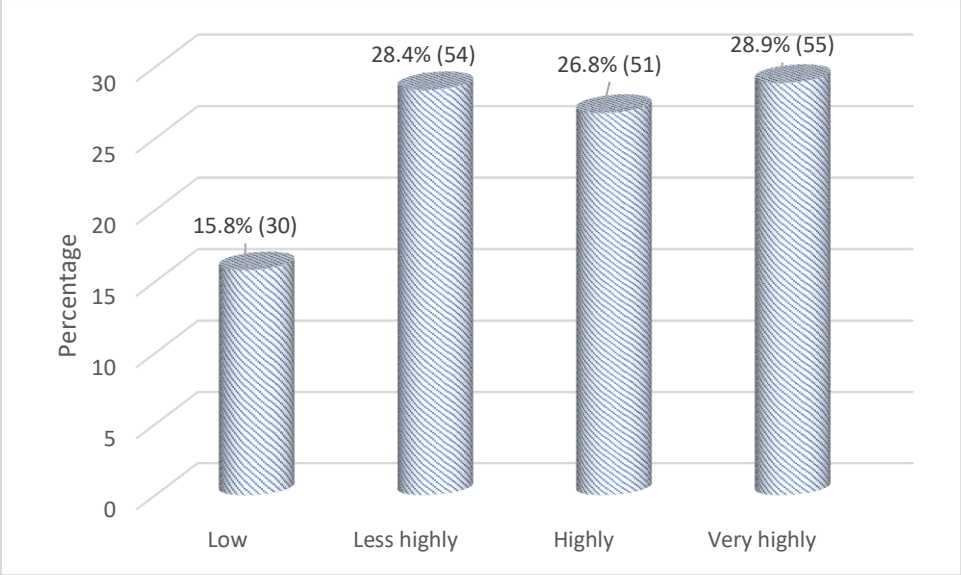


Figure 4.17: Influence of Career guidance by Parent/Guardian on Choice of Geography

As evidenced in Figure 4.17, 55 (28.9%) of the were very highly guided on the choice of Geography while 30 (15.8%) were lowlily guided by parents/ guardians on the choice of geography. The findings suggested that parents guided the learners in their choice of geography subject.

4.4.3.9 Students' Response on Parental factors influencing the choice of Geography

The study sought students' opinions on parental factors, influencing their choice of Geography. They were requested to indicate their responses as; Very Influential, Influential, Less Influential, and Not influential. Table 4.5 illustrates the results.

Table 4.5: Students' Response on Parental factors influencing the choice of Geography

		Not influential	Less Influential	Influential	Very influential
The career your parents hold for you	Freq	78	48	43	21
	%	41.1	25.3	22.6	11.1
The financial status of your parents	Freq	63	53	52	22
	%	33.2	27.9	27.4	11.6
The level of education of your parents	Freq	58	50	62	20
	%	30.5	26.3	32.6	10.5
Your parents' familiarity with the school curriculum	Freq	78	45	45	22
	%	41.1	23.7	23.7	11.6

In a bid to establish if the career the parents hold for the students influences the choice of geography, the students were asked to respond accordingly. 43 (22.6) of the students noted that the career the parents hold for them is influential while 78 (41.1%) were of the opinion that the career the parents hold for them does not influence the choice of geography.

To establish whether the financial status of parents influences the choice of geography, respondents were requested for their opinion, and the results were such that, 22 (11.6%) noted that the financial status of parents is very influential while 63 (33.2%) not influential. For the majority of the students, the financial status of parent did not have a major influence on the choice of geography.

In order to ascertain if the level of education of parents influences the choice of geography, results revealed that 20 (10.5%) of them noted that the level of education of parents is influential while 58 (30.5%) not influential. Overall, the level of education of parents is not a key factor in influencing the choice of geography.

Finally, 22 (11.6%) of the students noted that their parents' familiarity with the school curriculum is very influential. In comparison, 78 (41.1%) noted that their parents'

familiarity with the school curriculum did not influence their choice of Geography. This meant that the parents' familiarity with the school curriculum did not have much influence on the students' choice of the geography subject.

4.4.4 Influence of the school subject combination on students' choice of geography in Kieni East Sub-County

4.4.4.1 School Subject combination factors influencing the choice of Geography

The study sought students' opinions on the influence of school subject combination factors on the choice of geography. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. Table 4.6 illustrates the results.

Table 4.6: School Subject combination factors influencing choice of Geography

		SD	D	NS	A	SA	Mean	Std. Deviation
The school practice on the combination of subjects	Freq	10	16	26	68	70	3.91	1.146
	%	5.3	8.4	13.7	35.8	36.8		
Preferences of the students on subject choice	Freq	9	19	22	63	77	3.95	1.163
	%	4.7	10	11.6	33.2	40.5		
How the optional subjects are placed on the time table	Freq	17	48	35	57	33	3.22	1.252
	%	8.9	25.3	18.4	30	17.4		
Orientation for students on the criteria for choosing subjects	Freq	13	16	28	69	64	3.82	1.188
	%	6.8	8.4	14.7	36.3	33.7		

***Key: SD**: Strongly Disagree, **D** = Disagree, **NS** = Not Sure, **A** = Agree, **SA** = Strongly Agree*

Table 4.6 showed that 72.6% of the students confirmed that the school policy on the combination of subjects influenced their choice of the geography subject (mean = 3.91, SD = 1.146). Further, 40.5% of them affirmed that their preferences determined their subject choice (mean = 3.95, SD = 1.163). This meant that the students' interest in geography subject could have dictated their choice of the subject. Also, 47.4% of the students agreed that how the optional subjects are placed on the time table influenced their choice of the geography subject (mean = 3.22, SD = 1.252). This implied that to

some extent, the way optional subjects are placed on the time table influenced the choice of the geography subject. Finally, 36.3% agreed that the criteria for choosing subjects influenced their choice of geography (mean = 3.82, SD = 1.188). The implication is that the school's policy on choosing subjects determined whether or not the learners chose the geography subject.

4.4.4.2 Teachers' Response on school subject combination Factors Influencing Choice of Geography

The study sought teachers' opinions on the factors influencing the choice of geography. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. Table 4.7 illustrates the results.

Table 4.7: Teachers' Response on school subject combination factors influencing Choice of Geography

		SD	D	NS	A	SA	Mean	Std. Deviation
The school practice on the combination of subjects	Freq	1	0	3	16	26	4.43	0.807
	%	2.2	0	6.5	34.8	56.5		
Preference of the students on the subject choice	Freq	1	1	3	24	17	4.2	0.833
	%	2.2	2.2	6.5	52.2	37		
How the optional subjects are placed in the timetable	Freq	5	18	6	10	7	2.91	1.297
	%	10.9	39.1	13	21.7	15.2		
Orientation of the students on the criteria for choosing subjects	Freq	0	4	6	16	20	4.13	0.957
	%	0	8.7	13	34.8	43.5		

***Key: SD**: Strongly Disagree, **D** = Disagree, **NS** = Not Sure, **A** = Agree, **SA** = Strongly Agree*

From the findings in Table 4.7, 56.5% of the teachers affirmed that the school's policy on the combination of subjects influences students' choice of geography (mean = 4.43, SD = 0.807). Also, 52.2% of them agreed that the learners' preferences dictated their choice of the geography subject (mean = 4.2, SD = 0.833). This meant that the teachers were aware of the learners' preferences such as career aspirations hence they were better placed in guiding them on subject choice.

However, 39.1% of the teachers denied that how the optional subjects are placed in the timetable influences the choice of geography (mean = 2.91, SD = 1.297). The implication is that the teachers believed the learners could still choose the geography subject regardless of how it was placed in the timetable.

Finally, 43.5% of the teachers strongly agreed that the orientation of students on the criteria for choosing subject influenced the choice of geography subject (mean = 4.13, SD = 0.957). There is a possibility that the learners were acquainted on the various career paths they could take during the orientation. Consequently, they were able to choose the optional subjects in line with their career aspirations and the perception they had towards the subject.

4.4.4.3 HoDs' Response on School subject combination factors Influencing Choice of Geography

The study sought heads of department opinions on school subject combination factors influencing the choice of geography. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. Table 4.8 illustrates the results.

Table 4.8: HoDs' Response on Factors Influencing Choice of Geography

		SD	D	NS	A	SA	Mean	Std. Deviation
The school practice on the combination of subjects	Freq	0	1	1	10	11	4.35	0.775
	%	0	4.3	4.3	43.5	47.8		
Preference of the students on the subject choice	Freq	0	1	1	11	10	4.3	0.765
	%	0	4.3	4.3	47.8	43.5		
How the optional subjects are placed in the timetable	Freq	2	7	2	9	3	3.17	1.267
	%	8.7	30.4	8.7	39.1	13		
Orientation of the students on the criteria for choosing subjects	Freq	0	1	0	11	11	4.39	0.722
	%	0	4.3	0	47.8	47.8		

***Key: SD**: Strongly Disagree, **D** = Disagree, **NS** = Not Sure, **A** = Agree, **SA** = Strongly Agree*

Basing on the findings in table 4.8, 47.8% of the HoD's strongly agreed that the school policy on the combination of subjects influenced students' choice of the geography subject (mean = 4.35, SD = 0.775). In addition, 47.8% agreed that the preference of the students on the subject choice influenced the choice of geography. This meant that the heads of department believed that their preferences dictated the students' choice of the geography subject. In this regard, the career aspirations of the learners would greatly influence their choice of the subject. Similar to teachers, 30.4% of the HoD's denied that how the optional subjects are placed in the timetable influences the choice of geography subject (mean = 3.17, SD = 1.267). The implication is that the learners would still choose or not choose the subject regardless of how it is placed in the timetable. Finally, 47.8% agreed that the orientation of the students on the criteria for choosing subjects influences the choice of geography (mean = 4.39, SD = 0.722). The findings suggest that through orientation, learners acquire more information about the optional subjects and can make a decision depending on their interest in the subject and career aspirations.

4.4.4.4 Students Response on Group three Subjects offered by the school

To establish the influence of school subject combination on the choice of geography, the study sought to establish students' response on group three subjects offered by the school. The findings are presented in Figure 4.18.

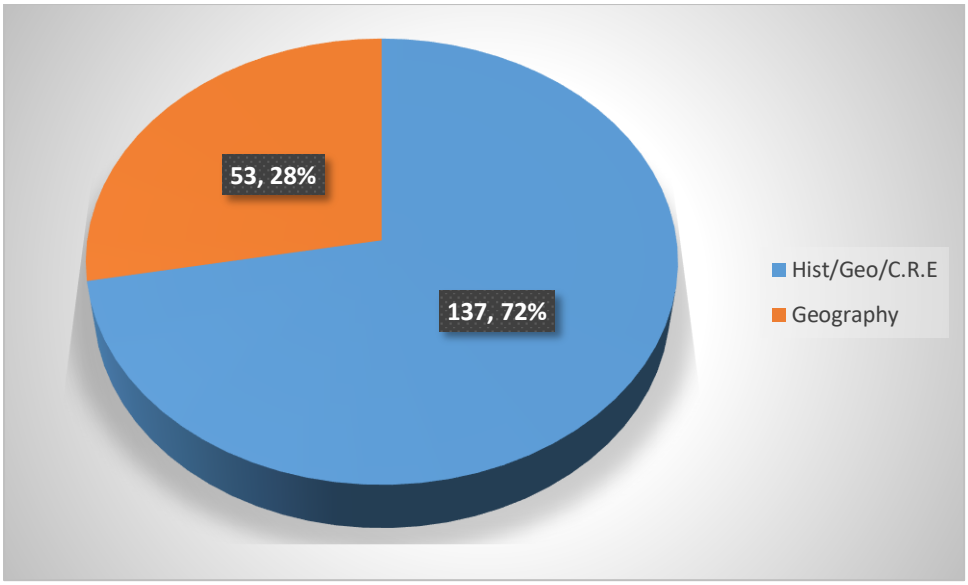


Figure 4.18: Students Response on Group three Subjects offered by the school

As shown in Figure 4.18, 28% of the students stated that their school offered geography and 72% of them noted their school offered all the group three subjects namely geography, history and government as well as religious education.

4.4.4.5 Teachers' Response on Group Three Subjects offered by the School

The study sought teachers' view on group three subjects offered by the school. The findings are as presented in Figure 4.19.

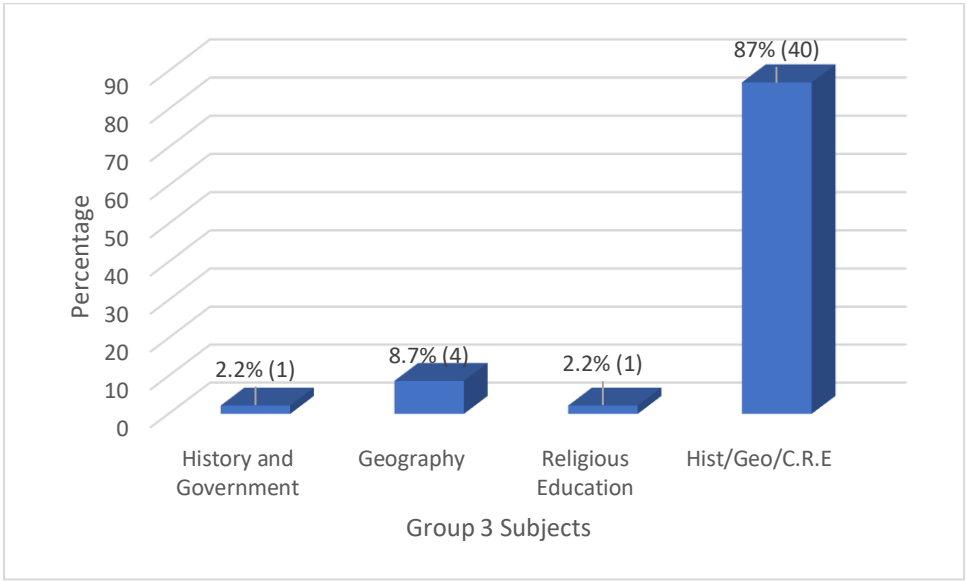


Figure 4.19: Teachers' Response on Group Three Subjects offered by the School

From the findings in Figure 4.19, 87% of the teachers noted that their schools offered all the group three subjects. This was confirmed by the heads of department who reiterated that the public secondary schools in Kieni East sub-county offered all the group three subjects that is geography, history and government as well as Christian religious education.

4.4.5 Reasons for Choice of Geography

The study sought students' opinions on why they chose geography. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. Table 4.9 illustrates the results.

Table 4.9: Students' Choice of Geography

		SD	D	NS	A	SA	Mean	Std. Deviation
Personal interest	Freq	1	1	2	68	118	4.58	0.6
	%	0.5	0.5	1.1	35.8	62.1		
I perform well in Geography	Freq	3	12	5	77	93	4.29	0.912
	%	1.6	6.3	2.6	40.5	48.9		
There are more job opportunities in Geography	Freq	1	8	34	65	82	4.15	0.898
	%	0.5	4.2	17.9	34.2	43.2		
Attainment of skills significant in the job market	Freq	4	12	57	66	51	3.78	0.983
	%	2.1	6.3	30	34.7	26.8		
Attainment of skills essential for self-employment	Freq	2	24	65	50	49	3.63	1.034
	%	1.1	12.6	34.2	26.3	25.8		
Geography is useful to the society	Freq	1	0	13	74	102	4.45	0.671
	%	0.5	0	6.8	38.9	53.7		

***Key: SD**: Strongly Disagree, **D** = Disagree, **NS** = Not Sure, **A** = Agree, **SA** = Strongly Agree*

From the findings in Table 4.9, 62.1% of the students affirmed that they chose geography because of their interest (mean = 4.58, SD = 0.6). Further, 48.9% of them noted that they perform well in the geography subject (mean = 4.29, SD = 0.912). In fact, in some of the schools, it was a requirement to attain at least Grade C+ at Form Two level of education for you to study the geography subject. There is, therefore a possibility that the learners chose the subject because they perform well. Besides,

43.2% of the students affirmed that they chose the subject because of the job opportunities the subject offers (mean = 4.15, 0.898).

The findings suggest that the learners were well oriented on the career opportunities that the geography subject offers. It could be that their choice of the subject was in line with their career aspirations. In fact, 34.7% of the students chose geography because of the attainment of skills significant in the job market (mean = 3.78, SD = 0.983). Furthermore, 26.3% of the students agreed that they chose geography subject to attain skills essential for self-employment (mean = 3.63, SD= 1.034). Finally, 53.7% find the geography subject useful to the society (mean = 4.45, SD = 0.671). Overall, the learners chose geography because they had an interest in the interest, attainment of skills relevant for the job market and self-employment, the job opportunities the subject offers and its usefulness to the society.

4.4.5.1 Teachers Response on Reasons why Students Choose Geography

The study sought teachers' opinions on why students chose geography. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. Table 4.10 illustrates the results.

Table 4.10: Teachers Response on Reasons why Students Choose Geography

		SD	D	NS	A	SA	Mean	Std. Deviation
Personal interest	Freq	0	2	3	18	23	4.35	0.795
	%	0	4.3	6.5	39.1	50		
Students career prospects	Freq	0	6	8	15	17	3.93	1.041
	%	0	13	17.4	32.6	37		
Attainment of skills significant in the job market	Freq	0	10	13	16	7	3.43	1.003
	%	0	21.7	28.3	34.8	15.2		
Attainment of skills essential for self-employment	Freq	1	9	15	16	5	3.33	0.99
	%	2.2	19.6	32.6	34.8	10.9		
Influence from the peers	Freq	6	8	9	13	10	3.28	1.344
		13	17.4	19.6	28.3	21.7		

***Key: SD**: Strongly Disagree, **D** = Disagree, **NS** = Not Sure, **A** = Agree, **SA** = Strongly Agree*

Basing on the findings in Table 4.10, 50% of the teachers affirmed that learners' interest in geography dictated their choice of the subject (mean = 4.35, SD = 0.795). The results suggest that the teachers were aware of the personal interests of their learners hence they were able to guide them accordingly on subject choice. Also, 37% of the teachers affirmed that students career prospects influence the choice of geography (mean = 3.93, SD = 1.041). This meant that the learners were guided on subject choice according to their career prospects. Further, 34.8% agreed that the attainment of skills significant in the job market influences the choice of geography subject (mean = 3.43, SD = 1.003).

Similarly, 34.8% agreed that the attainment of skills essential for self-employment has an influence on the choice of the geography subject among the learners (mean = 3.33, SD = 0.99). Finally, 28.3% agreed that the influence of peers determines students' choice of geography (mean = 3.28, SD = 1.344). Generally, the teachers affirmed that students' choice of geography was determined by their interest, career prospects and the attainment of skills significant in the job market. However, there is uncertainty as to whether attainment of skills significant for self-employment and the influence of peers influence students' choice of the geography subject.

4.4.5.2 HoDs Response on Reasons why Students Choose Geography

The study requested heads of department opinions on why students choose geography. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. Table 4.11 illustrates the results.

Table 4.11: HoDs Response on Reasons why Students Choose Geography

		SD	D	NS	A	SA	Mean	Std. Deviation
	Freq	0	2	1	10	10	4.22	0.902
Personal interest	%	0	8.7	4.3	43.5	43.5		
	Freq	0	0	4	11	8	4.17	0.717
Students career prospects	%	0	0	17.4	47.8	34.8		
Attainment of skills significant in the job	Freq	0	2	8	8	5	3.7	0.926
market	%	0	8.7	34.8	34.8	21.7		
Attainment of skills essential for self-	Freq	1	4	9	6	3	3.26	1.054
employment	%	4.3	17.4	39.1	26.1	13		
	Freq	2	0	0	13	8	4.09	1.083
Influence from the peers	%	8.7	0	0	56.5	34.8		

***Key: SD**: Strongly Disagree, **D** = Disagree, **NS** = Not Sure, **A** = Agree, **SA** = Strongly Agree*

As evidenced in Table 4.11, 43.5% of the heads of department agreed that the learners personal interest influenced their choice of the geography subject (mean = 4.22, SD = 0.902). 47.8% agreed that students' career prospects influenced the choice of the geography subject (mean = 4.17, SD = 0.717). This meant that the heads of department were aware of the career prospects of the learners hence they guided them accordingly on subject choice. Besides that, 34.8% agreed that the attainment of skills significant in the job market influenced the subject choice (mean = 3.7, SD = 0.926). However, 39.1% of the HoDs' were not sure if the learners chose geography because of the attainment of skills essential for self-employment (mean = 3.26, SD = 1.054). Finally, 56.5% agreed that peers influence the choice of geography (mean = 4.09, SD = 1.083). As such, the students might have chosen the geography subject because of the influence of their peers.

4.4.5.3 Stakeholders Influence on the Choice of Geography

The study sought students' responses to stakeholders' influence on the choice of Geography. They were requested to indicate their responses as; Very Influential, Influential, Less Influential, and Not influential. Table 4.12 illustrates the results.

Table 4.12: Stakeholders Influence on the Choice of Geography

		Less influential	Influential	Very influential
Principal	Freq	62	75	53
	%	32.6	39.5	27.9
Teachers	Freq	16	63	111
	%	8.4	33.2	58.4
Parents	Freq	64	82	44
	%	33.7	43.2	23.2
Peers	Freq	92	63	35
	%	48.4	33.2	18.4

n = 190

Based on the findings, the majority (58.4%) of students confirmed that teachers influenced their choice of the geography subject. Among the stakeholders, the principal least influenced the students' choice of geography subject. The implication is that the learners interacted more with the teachers and could have chosen the subject because of the way the teachers delivers the content. Also, their perception of the teacher could have played a role in the subject choice.

4.4.5.4 Teachers' Response on Stakeholders influence on the Choice of Geography

The study enquired from teachers the influence of stakeholders on students' choice of Geography. They were requested to indicate their responses as; Very Influential, Influential, Less Influential, and Not influential. Table 4.13 highlights the findings.

Table 4.13: Teachers' Response on Stakeholders influence on the Choice of Geography

		Less influential	Influential	Very influential
Principal	Freq	8	27	11
	%	17.4	58.7	23.9
Teachers	Freq	3	24	19
	%	6.5	52.2	41.3
Parents	Freq	22	15	9
	%	47.8	32.6	19.6
Students	Freq	6	15	25
	%	13	32.6	54.3

n= 46

Basing on the findings in Table 4.13, the majority (54.3%) of teachers noted that the students' peers were very influential in their choice of the geography subject. However, as noted by students, the principals were least influential in the choice of the subject. This could be attributed to the limited interactions between the principals and the students. The students' peers could have been very influential because of their constant engagements and their overall perceptions towards the subject and the geography teachers in question.

4.4.5.5 HoDs Response on Stakeholders influence on the Choice of Geography

The study sought heads of department responses on stakeholders' influence on the choice of Geography. They were requested to indicate their responses as; Very Influential, Influential, Less Influential, and Not influential. Table 4.14 illustrates the results.

Table 4.14: HoDs Response on Stakeholders influence on the Choice of Geography

		Less influential	Influential	Very influential
Principal	Freq	5	16	2
	%	21.7	69.6	8.7
Teachers	Freq	10	0	13
	%	43.5	0	56.5
Parents	Freq	15	6	2
	%	65.2	26.1	8.7
Students	Freq	2	6	15
	%	8.7	26.1	65.2

n= 23

Basing on the findings in Table 4.16, the majority (65.2%) of the heads of departments confirmed that the peers are the most influential, followed by the principal then teachers and lastly the parents. Overall, it appears that peers and geography teachers mostly influence the choice of geography subject.

4.4.5.6 Students' response on the influence of career guidance by stakeholders on the choice of Geography

The study requested students' responses to the influence of career guidance by stakeholders on the choice of geography. They were requested to indicate their responses as; Very Influential, Influential, Less Influential, and Not influential. Table 4.15 highlights the findings.

Table 4.15: Students' response on the influence of career guidance by stakeholders on the choice of Geography

		Less influential	Influential	Very influential
Principal	Freq	59	65	66
	%	31.1	34.2	34.7
Teachers	Freq	18	58	114
	%	9.5	30.5	60
Parents	Freq	60	74	56
	%	31.6	38.9	29.5
Peers	Freq	83	75	32
	%	43.7	39.5	16.8

n= 190

As indicated in Table 4.15, the career guidance offered by the teachers was the most influential, followed by principals then parents and finally the peers. It appears that the geography teachers were instrumental in guiding the learners on their choice of the geography subject. It appears that the teachers guided the learners in line with their career aspiration and the school's policy on school subject combination.

4.4.5.7 Teachers Response on Influence of Career/Subject guidance offered by stakeholders

The study sought teachers' views on the influence of career/subject guidance offered by stakeholders on the choice of geography. They were requested to indicate their responses as; Very Influential, Influential, Less Influential, and Not influential. Table 4.16 highlights the findings.

Table 4.16: Teachers Response on Influence of Career/Subject guidance offered by stakeholders

		Less influential	Influential	Very influential
Principal	Freq	6	31	9
	%	13	67.4	19.6
Teachers	Freq	0	16	30
	%	0	34.8	65.2
Peers	Freq	14	23	9
	%	30.4	50	19.6
Parents	Freq	23	13	10
	%	50	28.3	21.7

n= 46

As shown in Table 4.16, the career guidance by teachers is the most influential followed by principals then peers and finally parents. In a nutshell, the career guidance offered by the teachers significantly influenced the choice of the geography subject. Notably, the teachers were experts in the subject and had interacted well with the learners. Consequently, they could guide the learners on how to choose a subject that is in line with their career aspirations.

4.4.5.8 Influence of Students Orientation in Form One and Two on Choice of Geography

The study considered the influence of student orientation in form one and two on the choice of geography. The results of the study are illustrated in figure 4.20.

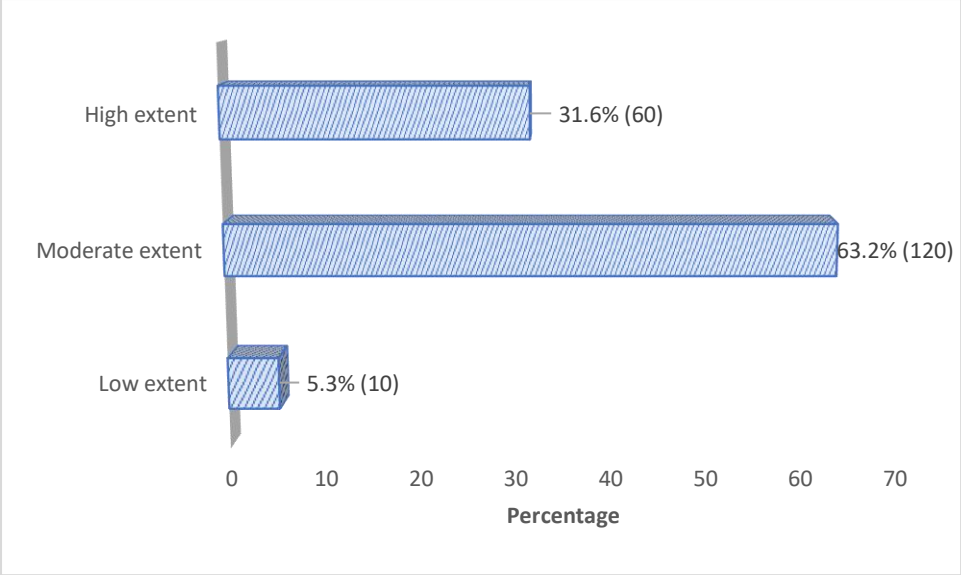


Figure 4.20: Influence of Students Orientation in form one and two on Choice of Geography

As shown in Figure 4.20, 63.2% of the students believed that students orientation influenced their choice of the geography subject to a moderate extent, 31.6% to a great extent and 5.3% to a low extent. Overall, most of the students were influenced by the student orientation in Form One and Two to choose the geography subject.

4.4.5.9 Teachers' Response on the Influence of Students' Orientation on the choice of Geography

The study considered teachers' response to the influence of students' orientation on the choice of geography. The results of the study are illustrated in figure 4.21.

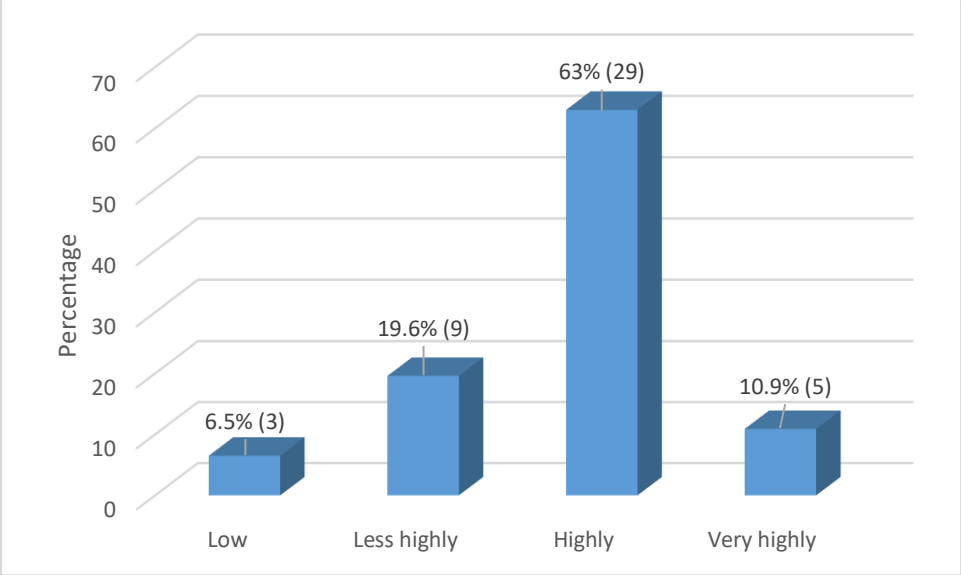


Figure 4.21: Teachers' Response on the Influence of Students' Orientation on the choice of Geography

As evidenced in Figure 4.21, 63% of the teachers noted that student orientation highly influenced the choice of the geography subject. However, 19.6% believed that student orientation influences the choice of geography subject less profoundly. Generally, the teachers believed that student orientation influenced the choice of the geography subject to a great extent.

4.4.5.10 Requirements for choosing Geography

The study sought to determine if the public secondary schools had laid down requirements for choosing the geography subject. The students' views were sought on the requirements for choosing the geography subject. The findings are as presented in Figure 4.22.

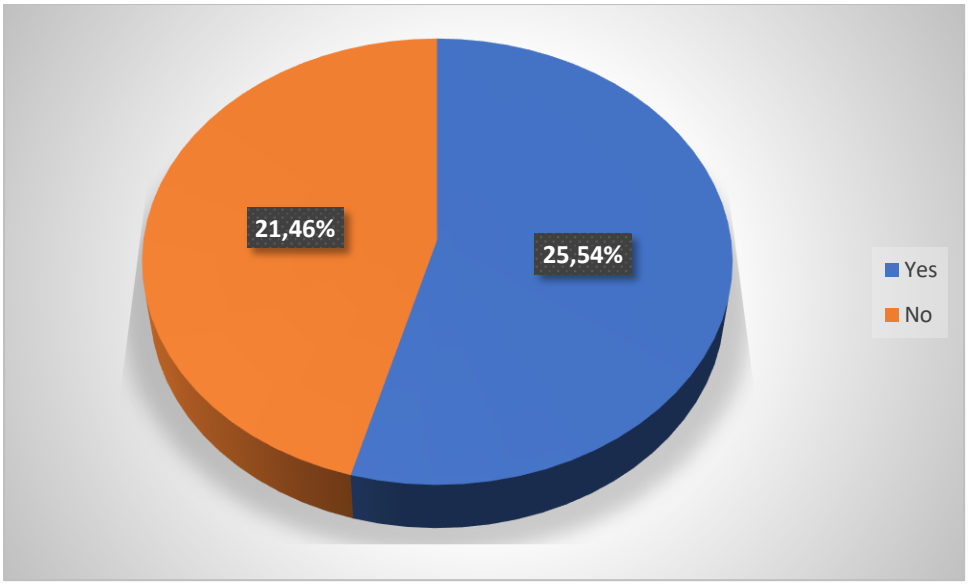


Figure 4.22: Requirements for choosing Geography

As highlighted in figure 4.22, 54% (25) of the teachers noted that there are requirements for students to choose geography. For instance, one of the teachers stated that students are required to have a grade C to choose geography. Further, they are also required to have an atlas for students to study geography.

4.5 Correlation Analysis

Correlation is a way of analyzing a probable two-way linear relationship between two measurable variables. The extent of "correlation" is weighed by a statistic known as the correlation coefficient, which stands in as the strength of the linear association between the two selected variables or how the variables in question co-vary.

Table 4.17: Correlation Analysis

		Choice of Geography	Student aspiration	Student attitude	Parental influence
Choice of Geography	R	1			
Student aspiration	R	.123*	1		
	Sig	0.035			
Student attitude	R	.534**	-0.023	1	
	Sig	0	0.69		
Parental influence	R	.131*	0.078	0.026	1
	Sig	0.025	0.18	0.661	
School subject combination	R	.355**	-0.091	.329**	.253**

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

From table 4.17, the findings indicated that students' aspiration had a positive ($r = 0.123$) correlation with students' choice of geography subject, the relationship was significant, $p < 0.05$. Furthermore, the correlation between student attitude and students' choice of geography subject is positive ($r = 0.534$) and significant at $p < 0.01$. Furthermore, there was correlation between parental influence and students' choice of geography subject ($r = 0.131$, $p < 0.05$). The findings also revealed that school subject combination was positively (at $p < 0.01$) correlated with students' choice of geography subject ($r = 0.355$). Overall, students' aspiration, students' attitude, parental influence and school subject combination are positively correlated with students' choice of geography subject.

4.6 Hypotheses Testing

In testing the hypotheses of the study, the study used regression analysis. The results are discussed under the model summary, analysis of variance, and regression coefficients. The data collected from the students was used in hypotheses testing.

4.6.1 Model Summary

The model summary of the regression model is presented in table 4.18. The R^2 value indicates how much variation in the outcome variable is attributed to the predictor variables incorporated in the model.

Table 4.18: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.595a	0.354	0.34	0.41212	2.025

a Predictors: (Constant), Career aspiration, Student attitude, Parental influence, School subject combination
b Dependent Variable: Choice of Geography

The results show that career aspiration, student attitude, parental influence and school subject combination explained 35.4% variation of students' choice of geography. (R = 0.595, R^2 = 0.354, Adjusted R^2= 0.34). The coefficient of determination describes the degree to which the variations in the response variable can be explained by the changes exhibited by the independent variables. Furthermore, there was no serial correlation because the Durbin Watson value of 2.025 is between 1.5-2.5 indicating minimal autocorrelation, which does not influence the outcome of regression results.

4.6.2 ANOVA Model

The analysis of variance is key in analyzing the significance of the variation brought by the explanatory variables on the response variable compared to the variation brought by the residuals. It is through the ANOVA that random variability can be eliminated, thus making it easier to identify significant differences as well as visualize the interactions between the variables of interest. On the other hand, the dispersions of the data points are determined by the sum of squares. Moreover, the number of independent components less the parameters that have been estimated makes up the degree of freedom (df). The *F*-statistics is the measure of the correlation between the variables

that have been drawn at varied levels of a sub-divided population. Finally, the difference between the sample and the estimated function value is referred to as the residual of a sample. The relationship between the variables is typified by the significance.

Table 4.19: ANOVA Model

	Sum of Squares	df	Mean Square	F	Sig.
Regression	17.209	4	4.302	25.331	.000b
Residual	31.421	185	0.17		
Total	48.63	189			

The overall test of significance with F (4, 189) value of 25.331 with $p < 0.000$ indicated that the model fit was good. Thus, the model was fit to predict student's choice of geography based on the career aspiration, student attitude, parental influence and school subject combination (See table 4.19).

4.6.3 Regression Coefficients

The regression findings are as presented in table 4.20. The independent variables that the study focused on were career aspiration, student attitude, parental influence and school subject combination. The dependent variable of the study was the student's choice of geography. Table 4.20 highlights the results.

Table 4.20: Coefficients of estimate

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.816	0.283		6.412	0
Students' aspiration	0.162	0.06	0.164	2.675	0.008
Students' attitude	0.39	0.056	0.441	6.973	0
Parental influence	-0.106	0.036	-0.184	-2.925	0.004
School subject combination	0.147	0.036	0.272	4.134	0

a Dependent Variable: Choice of Geography

Table 4.20 shows the relative contribution of the independent variables (career aspiration, student attitude, parental influence and school subject combination) on the dependent variable (choice of geography subject). Assuming the error term ε to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes:

$Y=1.816+0.164\ X1+0.441\ X2 - 0.184\ X3 + 0.272 + \varepsilon$

Whereby; Y = choice of geography subject (the dependent variable)

$\mathbf{X_1}$ = Students' Aspiration

$\mathbf{X_2}$= Students' Attitude

$\mathbf{X_3}$ = Parents' Influence

$\mathbf{X_4}$= School Subject Combination

The β value indicates the individual contribution of each of the independent variable to the model if all the other factors are held constant. Therefore, for each unit increase in students' attitude, there is 0.441-unit increase in students' choice of the geography subject while holding other factors constant. Similarly, for each unit increase in school subject combination, there is 0.272-unit increase in students' choice of the geography subject while holding other factors constant and so on.

H_{O1}: Students' aspiration has no statistically significant influence on the choice of geography subject in public secondary schools in Kieni East Sub-County Nyeri, Kenya.

The regression findings indicated that students' aspiration had coefficients of estimate which was significant basing on β_4= 0.164 (p-value = 0.008 which is less than $\alpha = 0.05$) thus the study rejected the hypothesis that students' aspiration does not influence the

choice of geography. The implication is that, for each unit increase in students 'aspirations, there is 0.164-unit increase in students' choice of the geography subject in public secondary schools in Kieni East, Nyeri County. The regression findings suggest that students' aspiration is a determinant of their choice of the geography subject.

H_{O2}: Students' attitude towards geography subject has no statistically significant influence on the choice of geography subject in public secondary schools in Kieni East Sub-County Nyeri, Kenya.

Students' attitude had a positive and significant influence on their choice of geography ($\beta 1 = 0.441$, p-value = 0.000 which is less than $\alpha = 0.05$). As such, the hypothesis that students attitude does not affect the choice of geography is rejected. The implication is that, for each unit increase in students' attitude, there is 0.441-unit increase in students' choice of the geography subject in public secondary schools in Kieni East, Nyeri County. This meant that a positive increase in students' attitude would result in the choice of geography (See table 4.20).

H_{O3}: Parents have no statistically significant influence on students' choice of geography subject in Kieni East Sub-County Nyeri, Kenya.

In addition, parental influence had coefficients of estimate which was significant basing on $\beta 3 = -0.184$ (p-value = 0.004 which is less than $\alpha = 0.05$) thus the conclusion is that parents have a negative and significant influence on students' choice of geography. Consequently, the study rejects the hypothesis that parents do not influence the choice of geography. The implication is that, for each unit increase in parental influence, there is 0.184-unit decline in the choice of the geography subject in public secondary schools in Kieni East, Nyeri County. It can be deduced that parents tend to discourage learners from choosing geography as a core subject.

H_{O4}: School subject combination has no statistically significant influence on students' choice of geography subject in Kieni East Sub-County Nyeri, Kenya.

School subject combination had coefficients of estimate which was significant basing on $\beta 2 = 0.272$ (p-value = 0.000 which is less than $\alpha = 0.05$) hence school subject combination has a positive and significant effect on the choice of geography. The study therefore rejects the hypothesis that stated that school subject combination does not influence the choice of geography. Consequently, it was deduced that for each unit increase in school subject combination, there is 0.272-unit increase in students' choice of the geography subject in public secondary schools in Kieni East, Nyeri County. Also, the effect of school subject combination is shown by the t-value of 4.134 which implies that the effect of school subject combination surpasses that of the error.

CHAPTER FIVE

DISCUSSIONS, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussions, summary of findings, conclusions, recommendations and further research recommendations that are deemed important for the extension of the research.

5.2 Discussion of Findings

This section of the study discusses the findings of the study concerning the empirical studies in the literature review. The focus is on establishing similarities and divergence from prior studies and form a basis for the recommendation for further studies. The discussions of the study are presented as per the objective.

5.2.1 Influence of Students' Aspirations on the Choice of Geography

Students aspirations have a positive and significant influence on the choice of geography ($\beta = 0.164$, $t = 2.675$, $p < 0.05$). The implication is that students' chose geography as a core subject because of their career aspirations. In line with the findings, Greig, (2018) in a study of why students had a preference towards geography at senior school in Queensland indicated that students' chose geography because of its relevance to their future career prospects. The findings are also in conformity with that of Adeyemi, (2009) which established that students had a preference towards geography because they intended to pursue a career in geography. Specifically, the learners in secondary schools in Botswana wanted to become geologists, pilots, meteorologists and some geography teachers. They therefore deemed it necessary to study geography as a core subject.

Further support to the study findings is by Kipsaat, (2016) who espoused that students career ambitions guided their choice of geography. The implication is that their career prospects guided learners' choice of geography subject. The also indicated that the learners were well versed with the job market. Besides that, 74.6% of the students believed that geography is essential in understanding environmental degradation. This implied that secondary school students in Uasin County chose geography because they believed it would equip them with the skills that suit their career prospects. Like the study, geography students in Kieni East stated that they chose geography since it prepares them for their future career.

In Meru county, Wachira, (2015) established that students chose the geography subject because they aspired to become pilots and meteorologists in future. The implication is that secondary school learners are aware of the careers they intend to pursue. Similar to other previous studies, the majority of the learners opted for geography since they wanted to be pilots, surveyors, tour guides and meteorologists. The results are in tally with that of the study since the career aspirations of learners had a major influence on the choice of geography. In a similar vein, Mutwiri, (2015) indicated that students' aspirations influenced a student's choice of geography.

In a nutshell, the extant literature has confirmed that students' aspiration influences their choice of geography. Though the studies that have delved into the link between the career aspirations of learners and the choice of geography are limited, it has been confirmed both globally and locally that the career aspirations of learners influence their choice of geography. Besides, in the Kenyan context, the prior studies have established that the future career prospects of learners dictated their choice of

geography. The study therefore confirms that students' aspirations influence their choice of geography.

5.2.2 Influence of Students' Attitude on the Choice of Geography

Students' attitude had a positive and significant influence on their choice of geography. The majority (58.4%) of the students have a positive perception of geography. The learners' positive perception about geography has also been confirmed by teachers who unanimously agreed that the learners had a positive attitude towards the Geography subject. Undoubtedly, the attitude of the students towards Geography has contributed immensely to their choice of the subject. Consistent with the findings, Onuoha and Eze, (2013) indicated that that students' attitude towards the study of Geography was positive hence most of them pursued it as a core subject. The point of divergence with the current study is that Onuoha and Eze, (2013) did not delineate the level of study of the targeted students and if geography was either an optional or core subject in the targeted schools. The current study, however, addressed this gap by focusing specifically on form three students that had already chosen the humanities subject they will pursue.

Nevertheless, a study by Ozdemir, (2012) on the attitude of high school learners towards the geography subject inferred that the students loved geography. However, there was no correlation between the attitudes of the students with the choice of geography. The regression findings have, however indicated that the learners' attitude towards geography significantly influenced their choice of the study ($\beta = 0.441$, $t = 6.973$, $p < 0.05$). The study, therefore, infers that the more learners have a positive attitude towards the subject, the more the enrolment in the subject. This has been corroborated by the heads of department and geography teachers who elucidated that

the geography students in Kieni East sub-county have a positive perception of the study. This has contributed further to their choice of geography.

In addition, Kubiatko, Janko, & Mrazkova (2012) found out that learners' attitude towards geography changed as they progressed from one grade to the other. The difference with the current study is that geography as a core subject for the Czech learners, and they had to study it throughout their secondary education. Consequently, the learners' attitude did not in any way affect their choice of geography. What is clear though is that the way the subject was taught and their performance in the subject dictated their attitude towards it. More importantly, majority of the form three students in public secondary schools that chose geography tended to have a positive attitude towards the subject. Like learners in the Czech Republic, the attitude of learners towards geography changes as they progress from one level of study to the other. As such, it is utmost necessary for the stakeholders such as parents and teachers to ensure that learners are guided accordingly on the career path to take concerning the choice of humanities so that they are capable of choosing subjects that they have passion, interest and perform exemplarily well.

Contrary to the findings, Weiss, (2017) investigated whether learners' attitude towards geography changed when they are exposed to problem-based learning as opposed to traditional learning. The results indicated that there was no change in students' attitude when exposed to problem-based learning. The findings are in contrast with the current study since emphasis is on students' attitude towards the pedagogy as opposed to the choice of geography as a core subject. Since the study by Weiss, (2017) was conducted among high schools in Illinois, United States of America, it would be interesting to ascertain if the form of pedagogy influences students' attitude towards geography and their eventual choice of the subject among Kenyan public secondary schools. The

reason for this is that majority of the public secondary schools in Kenya make use of the traditional learning whereby learners are taught what they need to know, and they have to memorize it since they will be presented with a problem later on to solve. Consequently, the utilization of problem-based learning is likely to have an implication on both students' attitude and their choice of geography.

Moreover, Opoku (2019) investigated the attitude of students in Ghana towards the geography subject and found out that students had a positive attitude towards geography. However, there was no link established between students' attitude and the choice of geography. Also, Kidman (2018) revealed that 405 high school students in Samsun, Turkey, had a positive attitude towards geography because of how geography teachers taught the subject. Notably, more students were attracted to study geography because of the content delivery by teachers. Majority of the empirical works have not established the link between students' attitude and the choice of geography. The study, therefore, adds valuable insights on the positive link between students' attitude and the choice of geography.

5.2.3 Influence of Parents on the Choice of Geography

Parents have a negative and significant influence on students' choice of geography ($\beta = -0.184$, $t = 2.925$, $p < 0.05$). This is even though the majority of the parents have a positive attitude towards geography. Nevertheless, parents are not highly involved in the students' subject choice of Geography. Besides, there is limited guidance from parents concerning subject choice. The implication is that parents of students in secondary schools in Kieni East are not imposing their career goals on their children. Though they have a positive attitude towards geography and are in support of the career paths of their children, they have allowed them to decide the career path to take with the career guidance from their teachers. As such, the learners feel they are free to

explore different career paths based on their specific preferences and abilities since there are no specific expectations from their parents.

Cognate to the results, Rilwani Akahomen, & Gbakeji, (2014) in a study aimed at establishing students' attrition in geography with a focus on schools in Nigeria concluded that the learners chose to study geography because of the influence from their parents. Part of the reason why parents influenced their children to pursue geography is because of the career prospects in geography. Moreover, the study indicated that despite the secondary schools in Edo state lacking learning resources in geography, the influence of parents contributed to the majority of learners choosing geography as a core subject. Furthermore, the students alluded that their parent influenced in no small extent their career aspiration and consequently the subjects to take. The influence of parents was very high regardless of their level of education. In a nutshell, parents influence to a great extent learners' choice of geography in the case of secondary schools in Edo state as well as public secondary schools in Kieni East sub-county.

Also, Nyamweya, (2015) in a study of schools in Nairobi and Mombasa using the G.C.E curriculum, indicated that parents were the primary reason why students opted for geography. The study further indicated that the career of the parents was in no way linked to the career aspiration of the learners. Just like in the study, parents were less involved in guiding their children on the career path to take. In the case of the G.C.E curriculum in Nairobi and Mombasa, career officers were only involved in guiding learners on the university choices rather than choosing geography. The implication is that parents influenced students' choice of geography though the career paths of the parents were not in any way related to learners' choice of geography. As such, the study recommended for follow up study to ascertain whether the said students would

pursue careers related to geography. Overall, parents are influential in learners' choice of geography.

Furthermore, the findings confirm with that of Mutwiri (2015), which established that the level of education of parents influenced learners' choice of geography in high schools in Uringu division, Meru County. What was clear from the study is that both the socio-economic background of the learners as well as their career aspiration dictated their choice of geography. The only point of divergence with the current study is that there was no specific focus on public secondary schools. Nevertheless, the study by Mutwiri (2015) is a confirmation that parents are instrumental when it comes to learners' choice of geography.

Not much has been done on the influence of parents on the choice of geography. The studies that have been conducted both in Kenya and Nigeria suggest that parents influence to a great extent students' choice of geography. In certain instances, the parents influence their children to study geography because of the career prospects of geography. Moreover, secondary schools in Edo state, Nigeria still had higher enrollment in geography as a result of parental influence despite having limited geography resources (Rilwani Akahomen, & Gbakeji, 2014). In the Kenyan case, the extant literature suggests that despite parents influencing students' choice of geography, they were not in the forefront in deciding the career path for students to take. Other than that, the career paths of the parents were not in any way related to learners' choice of geography. The reason for this is that the students were well informed on the career paths that they could take hence parental influence did not play a significant role in their subject choice. Overall, prior literature indicates that parents are influential in learners' choice of geography. The current study, however, maintains that parents have a negative influence on students' choice of geography. The study, therefore, adds

sufficient insights on the negative and significant influence of parents on the choice of geography.

5.2.4 Influence of School Subject Combination on Choice of Geography

School subject combination has a positive and significant effect on the choice of geography ($\beta = 0.272$, $t = 4.134$, $p < 0.05$). Specifically, the public secondary schools in Kieni East sub-county offered all the three humanities, specifically history and government, geography and religious education. As such, the students had the opportunity to choose their subject of choice among the three options. In certain schools, however, there were requirements the students had to meet before they chose geography as a core subject. In some of the public secondary schools, it was a requirement for the students to score at least a grade C so that they can choose geography. The other requirement for the learners was to ensure that they have the necessary learning materials such as an atlas. Overall, the policy on school subject combination had a positive influence on students' choice of geography. In tally with the findings, Rodeiro (2007) in a study done in England, established that students' choice of a subject was dictated by whether the school offered the subject or not. The author further stipulated that the A learners had to settle on a subject since their preferred subject was not on offer in that particular school. In certain instances, the learners had to transfer to schools that offered geography so that they could pursue it.

From the preceding discussion, the policy on school subject combination does not influence the choice of geography by students in isolation. However, there are other factors such as the availability of geography facilities which determines whether or not learners choose the subject. The findings are also in line with that of Akinnuoye et al., (2015) which indicated that Malaysian secondary schools lacked enough geography facilities hence learners were disinterested in the subject leading to high attrition levels

in the subject. Though the emphasis was not on the availability of geography facilities, the public secondary schools in Kieni East Sub County made sure that there was orientation for students on the criteria for choosing subjects. Consequently, the learners were aware of what was required of them before they chose a humanities subject. This was however, not the case among the public secondary schools in Malaysia due to the resource constraints and a limited syllabus on geography.

Moreover, the findings conform to that of Weeden (2007), which established that the schools' policy on the subject combination in both England and Wales determined the subject chosen by the learners. In both Kieni East and England, there was a decline in the number of students enrolling in the geography subject. In the case of Kieni East sub-county, geography is least preferred compared to the other humanities. The number of learners that sat for geography KCSE examination in 2018 was only a third of the total number of CRE candidates in KCSE. This was also the case in both England and Wales whereby the number of students sitting for GCSE was on the decline despite the schools having the capacity to teach the subject. The challenge was that the policy on school subject combination was not favourable for the subject, thereby bringing about a decline in the enrolment. Nevertheless, in Kieni East, learners are not constrained on the subject choice as is the case in both England and Wales.

In a similar vein, Ndalichako, and Komba, (2014) in a study of 18 high schools in Tanzania espoused that majority of the students opted for the arts subjects because the school policy on subject combination allowed the students to study more of art courses and less of Sciences. Factors such as how the art courses are placed in the timetable encouraged the learners to opt for more of art-based subjects. Other than that, the learners in the targeted high schools in Tanzania have a preference towards the arts subjects as opposed to sciences. Also, the learners in Tanzania experienced challenges

comprehending the science curriculum which also contributed to low enrollment in the sciences. The implication therefore is that the school policy on subject combination has an influence on the choice of a subject.

Evidently, school policy on school subject combination not only affects the choice of geography but other arts, science and technical subjects. Explicitly, Kithungu (2015) confirmed that the school procedure on subject selection, students' preferences and the placement of the optional subjects influenced the students' choice of Computer Studies in Machakos County. This conforms to the findings of the study which has indicated that the school practice on the combination of subjects, preferences of the students on subject choice and the way the optional subjects are placed on the timetable has an influence on the choice of geography. In a nutshell, school subject combination has a positive influence on the subject choice, and the study with respect to geography has confirmed this.

5.3 Summary of the Findings

This section of the study presents a summary of the main findings as per the objective. It summarizes the results on the influence of students' aspirations on the choice of geography subject, the influence of students' attitude on the choice of geography subject, the influence of parents on students' choice of geography subject and the influence of the school subject combination on students' choice of geography subject.

5.3.1 Influence of Students' Aspirations on the Choice of Geography

The findings on students' aspirations indicated that most of the students (80.4%) believe that Geography prepares them for their future career. As well, teachers and heads of department stated that the career aspirations of students influence the choice of geography to a moderate extent.

5.3.2 Students' Attitude towards Geography in Public Secondary Schools

Basing on the students' responses (58.4%), they confirmed that they have a positive perception of geography. This was confirmed by the teachers and heads of department who noted that students have a positive perception of geography. As well, both teachers and heads of department stated that students have a positive attitude towards geography. According to the students, they find geography lessons very interesting and agree that there are so many career opportunities for geography. Further, the geography teacher motivates the students a lot in their teaching. As well, that majority of the students easily understand the concepts, terms and definition of geography. Finally, there are relevant local examples in geography.

5.3.3 Influence of Parents on Students' Choice of Geography

The results on the influence of parents on students' choice of geography indicated that most parents (64.2%) have a positive attitude towards Geography. However, the teachers and heads of department believed that parents are not highly involved in students' subject choice of Geography. Further, some parents were involved in guiding their children on the choice of Geography while others were not involved. In addition, the students noted that the career the parents hold for them does not influence the choice of geography. Also, the financial status of the parent did not have a significant influence on the choice of geography. Moreover, the level of education of parents is not a critical factor in influencing the choice of geography. Also, parents' familiarity with the school curriculum does not influence their choice of Geography. It is only the heads of departments that stated that the level of education of parents influences students' choice of geography.

5.3.4 Influence of School Subject Combination Factors on the Choice of Geography

According to the students, teachers and heads of department, the school practice on the combination of subjects influences the choice of geography. Also, the preferences of the students on subject choice influence the choice of geography. However, there is doubt whether how optional subjects are placed on the timetable influences the choice of geography. Further, orientation for students on the criteria for choosing subjects influences the choice of geography. Finally, the findings indicated that the public secondary schools in Kieni East sub-county offer all the group three subjects, namely geography, history and government, as well as religious education.

5.3.5 Students' Choice of Geography

Regarding students' choice of geography, the majority of students (97.9%) chose geography because of their interest. Also, the students perform well in geography and believe that there are job opportunities in geography. Further, the students chose geography because of the attainment of skills significant in the job market. As well, the attainment of skills essential for self-employment influences the choice of geography. Moreover, the students find geography to be useful to society. Besides, most of the students were influenced by student orientation in form one and two to choose geography.

According to the teachers (89.1%), students' interest influences the choice of geography. Also, students career prospects influence the choice of geography. Moreover, the attainment of skills significant in the job market and for self-employment influences the choice of geography. However, there is doubt whether the influence of peers is a determinant of students' choice of geography.

On the other hand, the heads of department believed that students personal interest influences their choice of geography. Also, students' career prospects influence the choice of geography. Moreover, the attainment of skills significant in the job market influences the choice of geography. Further, there was uncertainty as to whether the attainment of skills essential for self-employment influences the choice of geography. Finally, the heads of department noted that peers influence the choice of geography.

5.3.6 Stakeholders Influence on the Choice of Geography

The students (58.4%) stated that teachers had a more significant influence on their choice of geography, followed by parents then principal and finally peers. According to the teachers, they are very influential in students' choice of geography followed by peers then the principal and finally the parents. On the other hand, the heads of department stated that peers are the most influential in the choice of geography, followed by the principal then teachers and lastly the parents.

Furthermore, the students noted that the career guidance offered by the teachers was the most influential in students' choice of geography followed by principals then parents and finally the peers. Also, teachers noted that their career guidance is the most influential, followed by principals then peers and finally, parents.

5.4 Conclusion

The study has indicated that the students' in Kieni East sub-county chose geography because of its relevance to their career aspirations. The students believed the subject prepares them for their future career. This was also corroborated by the geography teachers and the heads of department who elucidated that the learners career ambitions were a determining factor in the choice of geography. As such, the more the learners

view geography as instrumental to their future career ambitions, the more the schools will have an increase in the number of learners studying geography as a core subject.

Furthermore, students' attitude is a key determinant on whether they choose the geography subject or not. It has come out clearly from the students, teachers and heads of department that the geography students have a positive attitude towards the subject. The reason for this is that the learners find the subject interesting and are also motivated by their geography teacher. The resulting outcome is that the learners have developed a positive perception towards the subject hence their decision to choose the subject. In a nutshell, the students' attitude has a positive influence on the choice of geography.

In addition, it is evident from the findings that parents have a negative influence on the choice of geography by students. This is mainly because the parents are not highly involved in the students' subject choice. Besides, it is only a small portion of the students that confirmed their parents guided them on the subject choice. The students alluded that the career their parents hold for them was not influential in their choice of geography. The results go against the general notion that students follow career paths that are decided by their parents. Consequently, parents had a negative influence on students' choice of geography. There is thus need for further studies on the same to validate the study results.

Finally, school subject combination had a positive influence on the choice of geography. Specifically, the public secondary schools offered all the group three subjects, namely geography, history and government and religious education hence the students were not constrained to settle on a subject they did not intend to study. Besides, the students were guided sufficiently on how to choose the optional subjects by

teachers. As such, the school subject combination positively impacted on the choice of geography as a core subject.

5.5 Recommendations

There is overwhelming evidence in the study indicating that students' aspirations have a positive influence on the choice of geography. As such, it is utmost necessary for the geography teachers and the heads of departments to acquaint the students on the various career paths they could take with a background in the geography subject. Specifically, during the student orientation, the school could invite professionals such as pilots, meteorologists, environmental impact assessors and town planners so that the students can have first-hand information on the career prospects in geography and make informed decisions on whether to choose the subject or not. In so doing, public secondary schools will have an increased enrolment of geography students.

In addition, students' attitude has been found to have a positive and significant influence on the choice of geography. As such, geography teachers and the heads of department need to make it their priority to ensure that the geography lessons are interesting to learners. Moreover, the geography teachers need also to motivate the learners and ensure that they can easily understand the concepts, terms and definition of geography.

Since parents have a negative influence on students' choice of geography, there is a need for parents to be actively involved in guiding the students on subject choice. Specifically, public secondary schools need to encourage the parents to be familiar with the school curriculum. Also, parents should allow learners to pursue careers that are divergent from their careers.

Finally, school subject combination is a key determinant of the choice of geography. Therefore, public secondary schools should ensure that there is an orientation for students on the criteria for choosing subjects. Also, the optional subjects should not be placed in the timetable in such a way that it discourages learners from studying geography. Moreover, the public secondary should continue offering all the group three subject so that students are not limited to only one subject. In so doing, there will be increased enrollment in the geography subject.

5.6 Areas of Further Research

Based on this research and literature review, it is evident that students' attitude, school subject combination, parental influence and students' aspirations influence the choice of geography. Since the current research was limited to public secondary schools in Kieni East sub-county, there was a limited sample available from the population. A larger sample and a more specific instrument such as an interview schedule might be desirable. They might validate the uncertainty among the respondents, especially about the influence of parents on the choice of geography. Also, the study indicated that parents have a negative influence on the choice of geography, there is thus need for further studies to validate the findings.

In addition, since the study focused on only public secondary schools, future scholars need to do a comparative study of the factors influencing the choice of geography in both public and private secondary schools. Finally, since the focus of the study was only on students, teachers and heads of department, future studies could also incorporate the views of parents.

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APPENDICES

APPENDIX 1: LETTER OF TRANSMITTAL

Dear Respondent,

I am a Post-Graduate Student in the Africa Nazarene University, pursuing a master's degree in Education. I am currently carrying out a research titled: **FACTORS INFLUENCING STUDENTS' CHOICE OF GEOGRAPHY IN PUBLIC SECONDARY SCHOOLS IN KIENI EAST SUB-COUNTY NYERI COUNTY, KENYA,** as part of the course requirement**.** For this reason, therefore, your school has been sampled for the study and you have been selected as a respondent. Kindly answer the questions as candidly as possible. There is no right or wrong answer. Do not write your name on the questionnaire. The results of this study will be used for academic purposes only. Thanks

Yours Faithfully,

Kaberia Muchui

CELL PHONE: 0710536744

APPENDIX 2: HEADS OF DEPARTMENT QUESTIONNAIRE

Dear respondents,

Instructions

This questionnaire is intended to gather insights about the factors influencing the choice of Geography in public secondary schools in public secondary schools in Kieni East Sub-County Nyeri, Kenya. Kindly do not write your name or that of your school. Please fill in the blank or tick (√) appropriately. For open-ended questions, use the space provided.

Section one: Demographic information

1. Kindly indicate your gender?

Male	[ ]
Female	[ ]

2. Kindly indicate your highest academic qualification?

Diploma	[ ]
Degree	[ ]
Masters	[ ]
PhD	[ ]
Others	[ ]

3. What is your teaching experience?

0 to 6 years	[ ]
6 to 11 years	[ ]
Over 11 years	[ ]

Section two: Influence of students' aspirations on their choice of Geography in public secondary schools

4. Kindly rate your student's perception about Geography in your school?

Very Negative	[ ]
Negative	[ ]
Positive	[ ]

Very Positive [ ]

5. In your own opinion kindly rate the attitude of your student's towards Geography

Very Negative [ ]

Negative [ ]

Positive [ ]

Very Positive [ ]

6. To what extent does career aspiration influence students' choice of Geography?

Low extent [ ]

Moderate extent [ ]

High extent [ ]

7. By use of a tick (√), indicate the extent of your agreement to the reasons why students choose Geography in your school.

Response	**SA**	**A**	**NS**	**D**	**SD**
Personal interest					
Students' career prospects					
Attainment of skills significant in the job market					
Attainment of skills essential for self - employment					
Influence from the peers					

Key: **SA**=Strongly Disagree, **D**= Disagree, **NS** = Not sure, **A**= Agree, **SA** = Strongly Agree

Section three: Influence of school subject combination practices on choice of Geography

8. Which group three subjects does your school offer according to the syllabus?

History and Government [ ]

Geography [ ]

Religious Education [ ]

9. Kindly indicate the influence the following stakeholders have on the choice of Geography by ticking (√) appropriately

Response	Very Influential	Influential	Less influential
Principals			
Teachers			
Parents			
Students			

10. Kindly give your views on the manner in which the following statement influence students choice of Geography

Response	SA	A	NS	D	SD
The school practice on the combination of subjects					
Preferences of the students on subject choice					
How the optional subjects are placed on the time table					
Orientation for students on the criteria for choosing subjects					

Key: **SA**=Strongly Disagree, **D**= Disagree, **NS** = Not sure, **A**= Agree, **SA** = Strongly Agree

Section four: Parents influence on students' choice of Geography in secondary schools

11. Kindly rate the parent's attitude towards offering Geography in public secondary schools

Very Negative [ ]
Negative [ ]
Positive [ ]
Very Positive [ ]

12. To what extent does parent's involvement in subject choice of Geography?

Low extent [ ]
Moderate extent [ ]
High extent [ ]

13. How does the career guidance offered by parents influence students' choice of Geography?

Not influential	[ ]
Less influential	[ ]
Influential	[ ]
Very influential	[ ]

Thank you for your cooperation!

APPENDIX 3: QUESTIONNAIRE FOR GEOGRAPHY TEACHERS

Dear respondents,

Instructions

This questionnaire is intended to gather insights about you and your school on the factors influencing the choice of Geography in public secondary schools in public secondary schools in Kieni East Sub-County Nyeri, Kenya. Kindly do not write your name or that of your school. Please fill in the blank or tick (√) appropriately. For open-ended questions, use the space provided.

Section one: Demographic information

1. Kindly indicate your gender?

Male	[ ]
Female	[ ]

2. Kindly indicate your highest academic qualification?

Diploma	[ ]
Degree	[ ]
Masters	[ ]
PhD	[ ]
Others	[ ]

3. What is your teaching experience?

0 to 6 years	[ ]
6 to 11 years	[ ]
Over 11 years	[ ]

4. Are you trained to teach Geography?

Yes	[ ]
No	[ ]

Section two: Influence of students' aspirations on their choice of Geography in public secondary schools

4. Kindly rate your student's perception about Geography?

Very Negative [ ]
Negative [ ]
Positive [ ]
Very Positive [ ]

5. Kindly rate the attitude your students towards Geography

Very Negative [ ]
Negative [ ]
Positive [ ]
Very Positive [ ]

6. Kindly give your views on the manner in which the following statement influence students choice of Geography

Response	**SA**	**A**	**NS**	**D**	**SD**
Personal interest					
Students' career prospects					
Attainment of skills significant in the job market					
Attainment of skills essential for self -employment					
Influence from the peers					

Key: **SA**=Strongly Agree, **A**= Agree, **NS** = Not sure, **D** = Disagree, **SD** = Strongly Disagree

7. To what extent does career aspiration influence students' choice of Geography?

Low extent [ ]
Moderate extent [ ]
High extent [ ]

Section three: Influence of school subject combination practices on choice of Geography

8. Which group three subjects does your school offer according to the syllabus?

History and Government [ ]

Geography [ ]

Religious Education [ ]

9. Kindly indicate the influence the following stakeholders have on the choice of Geography by ticking (√) appropriately

Response	**Very Influential**	**Influential**	**Less influential**
Principals			
Teachers			
Parents			
Students			

10. How does the Geography orientation done in form one and two influence the choice of Geography at form three?

Low [ ]

Less highly [ ]

Highly [ ]

Very highly [ ]

11. Are there set requirements for choosing Geography?

Yes [ ]

No [ ]

If Yes, explain……..

……

12. Kindly give your views on the manner in which the following statement influence students choice of Geography

Response	**SA**	**A**	**NS**	**D**	**SD**
The school practice on the combination of subjects					
Preferences of the students on subject choice					
How the optional subjects are placed on the time table					
Orientation for students on the criteria for choosing subjects					

Key: **SA**=Strongly Agree, **A**= Agree, **NS** = Not sure, **D**= Disagree, **SD** = Strongly Disagree

13. How does the career/subject guidance offered by the following stakeholders influence the choice of Geography?

Response	**Very Influential**	**Influential**	**Less influential**
Principals			
Teachers			
Peers			
Parents			

Section four: Parents influence on students' choice of Geography in public secondary schools

14. Kindly rate the parent's attitude towards teaching of Geography in your school?

Very Negative [ ]
Negative [ ]
Positive [ ]
Very Positive [ ]

15. To what extent does parent's involvement in subject choice influence students' choice of Geography?

Low [ ]
Less highly [ ]
Highly [ ]
Very highly [ ]

16. How does the career/subject guidance offered by parents influence students' choice of Geography?

Not influential	[ ]
Less influential	[ ]
Influential	[ ]
Very influential	[ ]

Thank you for your cooperation!

APPENDIX 4: STUDENTS QUESTIONNAIRE

Dear respondents,

Instructions

This questionnaire is intended to gather insights about factors that led to your choice of Geography. Kindly do not write your name or that of your school. Please fill in the blank or tick (√) appropriately. For open-ended questions, use the space provided.

Section one: Demographic information

1. Kindly indicate your gender?

Male [ ]

Female [ ]

2. Kindly indicate your age

Below 15 years [ ]

15 to 17 years [ ]

18 to 20 years [ ]

Over 20 years [ ]

Section two: Students' attitude

3. Kindly rate your perception about Geography

Very Negative [ ]

Negative [ ]

Positive [ ]

Very Positive [ ]

4. Kindly rate your attitude towards Geography

Response	**SA**	**A**	**NS**	**D**	**SD**
Geography lessons are very interesting					
There are so many career opportunities for Geography					
The Geography teacher motivates the students a lot in their teaching					
Geography concepts, terms and definition can easily be understood					
There are relevant local examples in Geography					

Key: **SA**=Strongly Agree, **A**= Agree, **NS** = Not sure, **D**= Disagree, **SD** = Strongly Disagree

5. Kindly give your views on why you chose to study Geography

Response	**SA**	**A**	**NS**	**D**	**SD**
Personal interest					
I perform well in Geography					
There are more job opportunities in Geography					
Attainment of skills significant in the job market					
Attainment of skills essential for self -employment					
Geography is useful to the society					

Key: **SA**=Strongly Agree, **A**= Agree, **NS** = Not sure, **D**= Disagree, **SD** = Strongly Disagree

6. To what extent will Geography prepare you for your future career?

Low extent [ ]

Moderate extent [ ]

High extent [ ]

Section three: influence of school subject combination practice on students' choice of Geography

7. Which group three subjects does your school offer according to the syllabus?

History and Government [ ]

Geography [ ]

Religious Education [ ]

8. Kindly indicate the influence the following stakeholders have on your choice of Geography by ticking (√) appropriately

Response	**Very Influential**	**Influential**	**Less influential**
Principals			
Teachers			
Parents			
Peers			

9. How did the orientation done in form one and two influence your choice of Geography?

Low extent [ ]

Moderate extent [ ]

High extent [ ]

10. How did the career/subject guidance offered by the following stakeholders influence the choice of Geography?

Response	**Very Influential**	**Influential**	**Less influential**
Principals			
Teachers			
Peers			
Parents			

11. Kindly give your views on the manner in which the following statement influenced your choice of Geography

Response	**SA**	**A**	**NS**	**D**	**SD**
The school practice on the combination of subjects					
Preferences of the students on subject choice					
How the optional subjects are placed on the time table					
Orientation for students on the criteria for choosing subjects					

Key: **SA**=Strongly Disagree, **D**= Disagree, **NS** = Not sure, **A**= Agree, **SA** = Strongly Agree

Section four: Parental influence on students' choice of Geography

12. Kindly indicate your parents /guardians level of education?

Dipoma [ ]

Degree [ ]

Masters [ ]

PhD [ ]

Others [ ]

13. Kindly rate your parents/ guardians attitude towards Geography

Very Negative	[ ]
Negative	[ ]
Positive	[ ]
Very Positive	[ ]

14. Did your parent/guardian guide you on your choice of Geography?

Yes	[ ]
No	[ ]

15. How does the career/subject guidance offered by your parent/guardian influence your choice of Geography?

Low	[ ]
Less highly	[ ]
Highly	[ ]
Very highly	[ ]

16. In your own opinion kindly rate the influence of the following parental factors on your choice of Geography

Response	**Not influential**	**Less influential**	**Influential**	**Very influential**
The career your parents hold for you				
The financial status of your parents				
The level of education of your parents				
Your parents' familiarity with the school curriculum				

Thank you for your cooperation!

APPENDIX 5: 2018 FORM THREE ENROLMENT IN GEOGRAPHY SUBJECT IN PUBLIC SECNDARY SCHOOLS IN KIENI EAST SUB COUNTY

SCHOOL	Total number of form 3 students	Geography students	% of Geography students
NAROMORU GIRLS	117	48	41
MOI EQUATOR GIRLS	159	41	26
MUNYU	94	46	49
NAROMORU BOYS	125	23	18
ST. MONICA MYK	125	26	21
WARAZO JET	91	35	38
MWICWIRI	66	31	47
ST. JSP ALLOMANO	78	41	53
NAROMORU MIXED	102	26	25
GATUAMBA	28	8	29
KARUNDAS	78	14	18
GAKAWA	77	12	16
NDATHI	20	17	85
KAMBURAINI	38	4	11
MUKANDAMIA	21	2	10
MARAGIMA	45	21	47
MURERU	49	14	29
MLIMA KENYA	28	9	32
BURGURET	71	29	41
KIMAHURI	47	2	4
NDIRITI AGUTHI	48	10	21
IRITHATHI	69	17	25
MERE	47	13	28
GATUANYAGA	28	6	21
KIAMATHAGA	26	3	12
NYANGE	44	8	18
TOTAL	**1721**	**506**	

APPENDIX 6: INTRODUCTOR LETTER FROM AFRICAN NAZARENE UNIVERSITY

AFRICA NAZARENE
UNIVERSITY

11th September, 2019

RE: TO WHOM IT MAY CONCERN

Basilio Muchui Kaberia (16M01DMED010) is a bonafide student at Africa Nazarene University. He has finished his course work and has defended his thesis proposal ***entitled "Factors Influencing Students' Choice of Geography in Public Secondary Schools in Kieni East Sub - County Nyeri County, Kenya***

Any assistance accorded to him to facilitate data collection and finish his thesis is highly welcomed.

Prof. Rodney Reed
Deputy Vice Chancellor - Academic Affairs

APPENDIX 7: RESEARCH PERMIT FROM NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 867858

Date of Issue: 18/September/2019

RESEARCH LICENSE



This is to Certify that Mr.. Kaberia Muchui of Africa Nazarene University, has been licensed to conduct research in Nyeri on the topic: FACTORS INFLUENCING STUDENTS' CHOICE OF GEOGRAPHY IN PUBLIC SECONDARY SCHOOLS IN KIENI EAST SUB -COUNTY NYERI COUNTY, KENYA for the period ending : 18/September/2020.

License No: NACOSTI/P/19/1556

867858

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX 8: RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR OF EDUCATION

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

E-Mail –centralpde@gmail.com
Telephone: Nyeri (061) 2030619
When replying please quote

OFFICE OF THE COUNTY
DIRECTOR OF EDUCATION
P.O. Box 80 - 10100,
NYERI

CDE/NYI/GEN/23/VOL.3/75

24th September, 2019

Mr. Kaberia B. Muchui
African Nazarene Univeristy

RE: RESEARCH AUTHORIZATION

Reference is made to Secretary National Commission for Science, Technology and Innovation letter Ref. No. 867858 dated 18th September, 2019 on the above subject.

Kindly, note that you have been licensed to conduct research in Nyeri County on ***"Factors influencing students' choice of Geography in public secondary schools in Kieni East Sub County Nyeri County, Kenya"*** for the period ending 18th September, 2020.

COUNTY DIRECTOR OF EDUCATION
P. O. Box 80,
NYERI.
Tel: 061 - 2030658

NELLY MWANGI
FOR: COUNTY DIRECTOR OF EDUCATION
NYERI

c.c.
The Sub County Director of Education
KIENI EAST

APPENDIX 9: RESEARCH AUTHORIZATION FROM COUNTY COMMISSIONER

THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

E-mail: nyericountycommissioner@yahoo.com
Telephone: 061 2030619/20
Fax: 061 2032089
When replying please quote

NYERI COUNTY COMMISSIONER
P.O. BOX 33-10100
NYERI

Ref. No. NYC/ADM 1/57.VOL.VII/ (76)

Date: 24th September, 2019

Kaberia B. Muchui
P. o Box 99
KIGANJO

RE: RESEARCH AUTHORIZATION

Reference is made to your letter dated 24th September, 2019 on the above subject.

Approved is hereby granted to carry out research on "***Factors influencing student's choice of Geography in Public Secondary School Kieni East Sub-County in Nyeri County***"

The period of study ends on 18th September, 2020.

M. Kiama
For: County Commissioner
NYERI COUNTY

APPENDIX 10: RESEARCH AUTHORIZATION FROM COUNTY GOVERNMENT OF NYERI

COUNTY GOVERNMENT OF NYERI

Town Hall – 2nd Floor
Along Kenyatta Road
P.O. Box 1112 – 10100
Telephone 061 2030700
NYERI

email: nyericountysecretary@gmail.com

OFFICE OF THE COUNTY SECRETARY/HEAD OF COUNTY PUBLIC SERVICE

Our ref: CGN/CS/ATT/1/100 **27th September, 2019**

Kaberia Muchui
P.O. Box 99
KIGANJO

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors Influencing Students' Choice of Geography in Public Secondary Schools in Kieni East Sub-County Nyeri County, Kenya"*** I am pleased to inform you that you have been authorized to undertake the research in Nyeri County for the period ending 18th September, 2020.

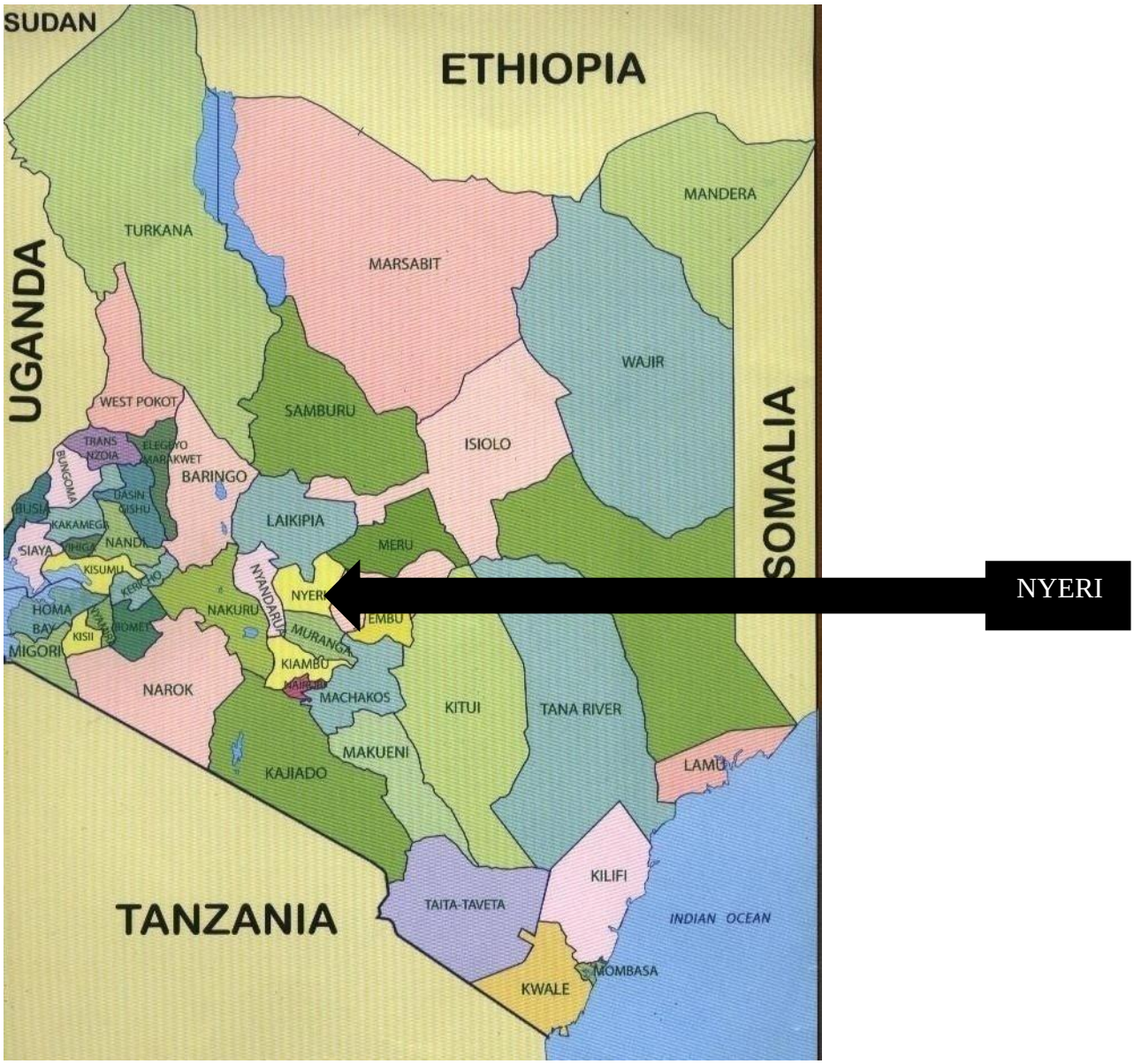
I wish you all the best in your study.

Benjamin W. Gachichio
COUNTY SECRETARY/HEAD OF COUNTY PUBLIC SERVICE

Copy to:

- County Commissioner
  Nyeri

APPENDIX 11: MAP OF KENYA SHOWING NYERI COUNTY



APPENDIX 12: MAP OF NYERI COUNTY SHOWING KIENI EAST SUB COUNTY

