



Impacts of low students' enrolment of geography in senior secondary schools in Orumba south local government area of Anambra state

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KEY WORDS

Impacts, Students,
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ABSTRACT

The study concentrated impacts of low students' enrolment of geography in senior secondary schools in Orumba South Local Government Area of Anambra State, three research questions was formulated for the study. The study adopted a descriptive survey research designed. The population for the study was 41 Geography teachers. There was no sampling for the study. The instrument was a researcher self-structured questionnaire which was used to collect data for this study. Findings of the study revealed among others that the teachers based causes of low students' enrolment of geography in senior secondary schools were as follow: Poor knowledge of Geography by the teachers, inappropriate methods of teaching Geography, irrelevant use of instructional methods of teaching Geography, poor teacher and students' relationship, lack of good attitude to teaching profession by the geography teachers, poor payment of teachers' salary and poor access to modern teaching facilities such as Information and Communication Technology (ICT). The students based causes of low students' enrolment of geography in senior secondary schools were Lack of interest in learning Geography, Lack of learning materials, and bad peer group influence. It was recommended among others that the ministry of education should be organizing periodic trainings, workshops and conferences for the on effective teaching strategies which can be adopted in secondary schools for effective teaching of Geography and Government should provide conducive environment for the teaching and learning of geography.

1. Introduction

Geography is an important subject in secondary school. The uniqueness of this indispensable subject in the 6-3-3-4 curriculum in Nigeria education today cannot be overemphasized. Hammond (2019) viewed Geography as the study of environment and man's relationship with it. In essence Geography (Human Geography) seems to examine issues which relate directly to man and his activities in space. Since man is the central figure, human geographers are often times concerned with providing information as well as explanations and sometimes productions of spatial patterns, especially those generated by man's occupation, his way and patterns of living and his desire to satisfy felt needs. This concern of Human Geography with man and his activities in space suggests that the field of human Geography has two aspects: how man lives and how he makes a living. How man lives or organizes himself involves the study of population, settlement and cultural and political activities of the population. The study of human activities such as trading, agriculture, forestry, fishing, transportation, manufacturing, settlements or house building e.t.c (Okoro (2019).

Geography is such a broad discipline and comprises many facets. It is concerned with people of all colours, creeds and races; people of all status-highly educated, crude/illiterate, rich, poor, etc.; as well as their activities in the physical environment they find themselves on the earth.

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Stephen, (2021) defines Geography as the study of places and the relationships between people and their environments. From this Society's view, one can infer that Geography encompasses everything about man, his interactions with his environment in all places on earth.

Majasan, (2016) expressed that 'Geography is more or less the basis of Nigerian education because hardly any subject that could compete with it in offering most of what is required to be taught to young people as regards environment and culture which are being emphasized. It is the work of Geographers (Climatologist) to develop models for various aspects agricultural production by using climatologically indices. They are able to determine the combination of atmospheric variables most suitable for the growth of food and cash crops. They have been able to determine their water requirement vis-a-vis evapotranspiration. They also determine the most ideal temperature for the growth of crops or plants. Climatologist can determine if crops will be subjected to diseases or invaded by insects on any given environment (Okon, 2014).

More so, Geography is relevant in the climate and economics. Here dim Biologists go into the area of economic and transport geography e.g effect of temperature change on highways. They used their knowledge of weather and climate to forecast areas which are likely to have snow or rainfall which can affect transportation services either by roads, rail or air. They also predict for people who are interested in recreation activities such as holiday resorts, sports business as well the type of cloth to put on. The knowledge of Geography brings about other areas in the natural system where energy can be derived e.g. they are now looking into the way of harnessing solar energy how energy and how energy can be generated from wind. A way of doing this is for Climatologist (Geographer) to study the amount of solar energy at a surface and the angle at which the sun strides such a surface (Okoro, 2019).

Apart from above relevance of geography, the aspect of climate change. This deals with man-induced climate. Man over the years the years have deliberately or inadvertently modified climate one way of doing this is through the burning of fossil fuels, coal, petroleum and natural gas. During this process a lot of pollutants are being released to the atmosphere. The pollutants affect the amount of solar energy that comes into the earth surface and the amount of irradiation from the earth surface into the atmosphere. Man has also generated artificial heat from bush burning and burning of fossil fuels (Okoro, 2019).

Climatologist being aware of the climatic changes that are going on noticed that the world is getting hotter in most places, hence they focused attention global warning e.g setting up of the intergovernmental policy on climatic change (IPCC).several books have been published by this group, e .g global warming edited by Jeremy Leggett (1990) in some places things are getting drier (droughts) while in other places things are getting wetter (leading to serves of flooding problem) (Okon, 2014).

The very nature of the subject as revealed by eminent scholars makes it the darling subject. The content and scope of Geography in the present syllabus if properly handled ensure enough ground or higher studies which may serve as spring board for related field of study life survey, cartography, civil and structural engineering and quantity surveying.

Despite the enviable position of the subject in the society and in the school curriculums there is still how other social science subjects like government and economics. For example, for subsequent four years while comparing the numbers of students offering Geography with other social sciences subjects, it was observed that the number of students enrolled for Geography was reducing while that of economic and government were increasing.

Table shows students enrolment in Geography economics and government

Year	Total No of Students	No of students that offer geography	No of students that offer economics	No of students that offer government
2019	15,680	2,020	7,060	6,600
2020	10,000	1,500	4,500	4,000
2021	17,040	2,040	8,000	7,000
2022	11,480	1,080	6,400	4,000

Source: WAEC, 2019- 2022.

From the above table, one will observe that yearly the number of the students offering Geography is reducing as compared with those offering either economics or government. Hence, this study intended to investigate the impacts of low student's enrolment of geography in senior secondary schools in Orumba South Local Government Area of Anambra State.

Statement of the Problem

It is felt that the low enrolment in geography in secondary school in Nigeria today is something we should worry about because it poses a great threat to teachers' in Nigeria and consequently, the lack of geography teachers in our secondary schools. Okoro (2019) opines that if poor enrolment of students in geography is allowed to continue, it will reach a stage where no students will enroll in their WEAC and NECO examination Okon (2014) in his research findings indicated that students shy away from geography as a result of a number of factors which does not augur well for a developing nation like ours and so many sectors of our economy will be severely affected. Could this low enrolment be as a result of parental influence that lead them away to other courses which they see as more lucrative? Or could it be from the poor background students' knowledge, or just due to the negative perception of the students towards geography? It is on this background that this research is being carried out to know the impacts of low students enrolment of geography in senior secondary schools in Orumba south local government area of Anambra State.

Purpose of the Study

The purpose of this study is to find out the impacts of low students enrolment of geography in senior secondary schools in Orumba South Local Government Area of Anambra State. Specifically, the study aims at finding out:

1. The teacher Based causes of low students' enrolment of geography in senior secondary schools
2. The Students based causes of low students' enrolment of geography in senior secondary schools
3. The impacts of low students' enrolment of geography in senior secondary schools in Orumba South Local Government Area of Anambra State

Research Questions

The following research questions guide the conduct of this study

1. What are the teachers based causes of low students' enrolment of geography in senior secondary schools?
2. What are the students based causes of low students' enrolment of geography in senior secondary schools?
3. What are the impacts of low students' enrolment of geography in senior secondary schools in Orumba South Local Government Area of Anambra State?

Methodology

The research design adopted for this study was the descriptive survey research type. It is a type of research in which a group of people or item is studied by collecting and analyzing data from only a few people or item considered to be representative sample of the entire group (Mba & Udegbe, 2014). It is considered suitable for the study because the researcher intended to investigate the impacts of low students' enrolment of geography in senior secondary schools in Orumba South Local Government Area of Anambra State. Geographically, this study will be carried out in Orumba south local government area, Anambra State. The local government comprises of 184,548 people (Nigerian Population Census, 2006). However, Orumba South is located in Anambra State, the south-Eastern Nigeria. Umunze is the headquarters of Orumba South. Other towns that make up the local government are Akpujiogu (Akpu), Umuomaku, Eziagu, Ezira, Ubaha, Ihite, Nkerehi, Nawfija, Ogboji, Ogbunka, Owerre-Ezukala, Agbudu, Onneh, Isulo, Alaohia, Obuluhi, Uhuala, Ubahaakwaosa, Akata), Enugwu-Umuonyia. The population of the study comprised all the 14 secondary school Geography teachers from all the 14 Government approved secondary schools in Orumba South Local Government Area, Anambra State. There will be no sample and sampling technique for the study because the population was small. Therefore, all the 14 secondary school Geography teachers will be used as respondents for the study. The Instrumentation for the study was a researchers'-designed questionnaire. It comprises of two sections; A and B titled. A will contained personal data of the respondents while Part B is the questionnaire items. Part B further contained five subsections eliciting respondents' responses to the items addressing the research questions used in the study. The instrument will first be shown to the project supervisor and thereafter will be validated by 3 lecturers; 2 will be from the school of Business education and the rest 2 will be from the school of education. The correction and constructive criticisms made by the lecturers were effected to produce the final draft of the questionnaire. The questionnaire was administered personally by the researcher to the respondents. It was immediately collected to ensure hundred percent returns.

The response categories were measured with a scale of numerical values as follows;

Very High Extent (VGE)	Strongly Agree (SA)
High Extent (GE)	Agree (A)
Low Extent (LE)	Disagree (D)
Very Low Extent (VLE)	Strongly Disagree (SD).

The cut-off mean will be 2.50. It will be compared with the mean response of each of the item. To make the decision therefore, the cut-off mean of 2.5 will be compared with the mean responses of each item. If the mean response is 2.50 or greater than 2.50, the item will be accepted. But, if the cut-off mean is less than 2.50, the item will be rejected.

Result

Research Question One: What are the teachers based causes of low students' enrolment of geography in senior secondary schools?

Table 1: Mean responses of the respondents on the teachers based causes of low students' enrolment of geography in senior secondary schools?

SN	ITEM	J SA	A	1)	SD	N	X	REMARK
1	Poor knowledge of Geography by the teachers.	35	4	2	0	41	3.80	Accepted
2	Inappropriate method of teaching Geography	31	6	2	2	41	3.60	Accepted
3	Irrelevant use of instructional method of teaching Geography	31	2	4	4	41	3.46	Accepted
4	Poor teacher and students relationship	34	2	2	3	41	3.63	Accepted
5	Lack of good attitude to teaching profession by the Geography teacher.	35	5	1	0	41	3.80	Accepted
6	Poor payment of teachers' salary	39	2	0	0	41	3.95	Accepted
7	Poor access to modern teaching facilities like Information and Communication Technology	35	4	2	0	41	3.85	Accepted

The analysis and result on the table 1 above revealed that the items 1 to 7 were accepted by the respondents because all the calculated mean values were greater 2.5 which is the cut-off point. It can therefore be interpreted that the teachers based causes of low students' enrolment of geography in senior secondary schools were as follow: Poor knowledge of Geography by the teachers, inappropriate method of teaching Geography, Irrelevant use of instructional method of teaching Geography. Poor teacher and students' relationship, Lack of good attitude to teaching profession by the Geography teacher. Poor payment of teachers' salary and Poor access to modern teaching facilities like Information and Communication Technology

Research Question 2: What are the students based causes of low students' enrolment of geography in senior secondary schools?

Table 2: Mean responses of the respondents on the students based causes of low students' enrolment of geography in senior secondary schools

SN	ITEMS	SA	A	D	SD	N	X	Remark
8	Lack of interest in learning Geography.	34	2	2	3	41	3.63	Accepted
9	Lack of learning materials like textbooks, note books and others.	33	4	2	2	41	3.65	Accepted
10	Bad peer group influence.	40	1	0	0	41	3.97	Accepted
11	Poor intellectual capacity	39	2	0	0	41	3.95	Accepted
12	The urge to get rich quickly	35	4	2	0	41	3.85	Accepted

The analysis and result on the table 2 above revealed that the items 1 to 7 were accepted by the respondents because all the calculated mean values were greater 2.5 which is the cut-off point. It can therefore be interpreted that the students based causes of low students' enrolment of geography in senior secondary schools were Lack of interest in learning Geography, Lack of learning materials like, Bad peer group influence, Poor intellectual capacity.

Research Question 3: What are the impacts of low students' enrolment of geography in senior secondary schools in Orumba South Local Government Area of Anambra State?

Table 3: Mean responses of the respondents on the impacts of low students' enrolment of geography in senior secondary schools in Orumba South Local Government Area of Anambra State

SN	ITEMS	SA	A	D	SD	N	X	Remark
13	Poor motivation to the students currently studying geography in secondary schools	34	4	2	2	41	3.65	Accepted
14	Decrease in the number of students offering geography in secondary schools	38	1	2	0	41	3.87	Accepted
15	Decrease in the number of students offering geography in tertiary institution of learning	37	2	0	1	41	3.78	Accepted
16	Absence of the great knowledge and skills which geography inculcates in the minds of the students	34	2	2	3	41	3.63	Accepted
17	It can lead to redundancy on the part of geography teachers	30	9	2	0	41	3.68	Accepted
18	It can lead to retrenchment of geography teachers at work	33	4	2	2	41	3.65	Accepted

The Analysis and result on the table I above revealed that the items 1 to 7 were accepted by the respondents because all the calculated mean values were greater 2.5 which is the cut-off point. It can therefore be interpreted that the impacts of low students' enrolment of geography in senior secondary schools in Orumba South Local Government Area of Anambra State were as follow: Poor motivation to the students currently studying geography in secondary schools, Decrease in the number of students offering Geography in Secondary schools, Decrease in the number of students offering Geography in tertiary institution of learning,, Absence of the great knowledge and skills which Geography inculcates in the minds of the students, It can lead to redundancy on the part of Geography teachers and It can lead to retrenchment of Geography teachers at work.

Summary of the Findings

Based on the analysis and result, the following summary of the findings were made:

The teachers based causes of low students' enrolment of geography in senior secondary schools were as follow: Poor knowledge of Geography by the teachers, inappropriate method of teaching Geography, Irrelevant use of instructional method of teaching Geography. Poor teachers and students' relationship, Lack of good attitude to teaching profession by the Geography teacher. Poor payment of teachers' salary and poor access to modern teaching facilities like Information and Communication Technology.

The students based causes of low students' enrolment of geography in senior secondary schools were Lack of interest in learning geography, Lack of learning materials like, Bad peer group influence, poor intellectual capacity.

The impacts of low students' enrolment of geography in senior secondary schools in Orumba South Local Government Area of Anambra State were as follow: Poor motivation to the students currently studying geography in secondary schools, Decrease in the number of students offering Geography in Secondary schools, Decrease in the number of students offering Geography in tertiary institution of learning,, Absence of the great knowledge and skills which Geography inculcates in the minds of the students, It can lead to redundancy on the part of geography teachers and It can lead to retrenchment of Geography teachers at work.

Discussion of the Findings

The first finding of the study as contained in chapter 4 indicated that, the teachers based causes of low students' enrolment of geography in senior secondary schools were as follow: Poor knowledge of Geography by the teachers, inappropriate method of teaching Geography, Irrelevant use of instructional method of teaching Geography, Poor teacher and students

relationship, Lack of good attitude to teaching profession by the Geography teacher. Poor payment of teachers' salary and Poor access to modern teaching facilities like Information and Communication Technology. This finding agreed with the submission of (Obasi, 2011) which stated that the discipline of geography as good as it is serves as a threat or problem to some teachers and learners. For instance, there are some concepts or topics in geography that both the teachers and learners have been finding them difficult to comprehend from time immemorial. Prominent among other of such topics include map work (interpretation, signs and symbols, measurement, bearing and direction), elements of physical geography, to mention but a few. As it tends to be difficult to them, they find it difficult to clearly answer questions on them in examinations and some even show no interest in them even though they are inseparable part of the discipline. Hence many geography teachers themselves find it difficult to teach some concepts in geography, it makes some students to turn their topographical sheets on the day of examination to almanac and others just tick their objectives blindly praying that their creator should help them out.

The second finding of the study as stated in chapter 4 indicated that, the students based causes of low students' enrolment of geography in senior secondary schools were Lack of interest in learning Geography, Lack of learning materials like, Bad peer group influence, Poor intellectual capacity. This finding supported the finding of Jekayinfaet (2019) which stated that majority of the students (74%) do not have better understanding of geography as a subject and this influenced their low preference for the subject while (81.5%) considered geography to be uninteresting and boring. Of the total number of students interviewed, (75%) were not aware of careers opportunities in geography and (71%) of them considered the subject as irrelevant to their future courses and intending future job. The findings also revealed that students prefer some other subjects which are more easier and more interesting to study. On the part of the teachers, the study revealed that lack and insufficient teaching aids, absence of in-service training, absence of outdoor activities/excursions and lack of geographical garden hindered them from putting their best while teaching the subject. However, the recommendations put forward include improvement in teacher-students interaction, making the class more interesting by the teachers, making geography compulsory at primary and secondary schools level, making use of instructional materials while teaching, among others.

The third finding of the study as revealed in chapter 4 indicated that, the impacts of low students' enrolment of geography in senior secondary schools in Orumba South Local Government Area of Anambra State were as follow: Poor motivation to the students currently studying geography in secondary schools, Decrease in the number of students offering Geography in Secondary schools, Decrease in the number of students offering Geography in tertiary institution of learning., Absence of the great knowledge and skills which Geography inculcates in the minds of the students. It can lead to redundancy on the part of Geography teachers and It can lead to retrenchment of Geography teachers at work. This finding was in line with the finding Ibiang & Ofem (2018) which showed that, the students generally have a positive attitude towards the learning of Geography. Moreover, gender and location had no notable influence on students' attitude towards Geography, while a lesser number (strongly) agreed that geography textbooks are expensive, difficult to understand and that Geography teachers do not teach well. The conclusion therefore is that Geography students in Nsukka senior secondary school appreciate Geography as a school subject and exhibit a positive attitude towards the subject, while location and gender is not a significant factor influencing attitude towards Geography learning in the study area.

Implication of Findings

Based on the discussions of this of the findings of this study, some implications were made as thus:

The fact that the teachers based causes of low students' enrolment of geography in senior secondary schools have been identified by the respondents it becomes important therefore that

for teachers to work towards combating the problem in order to enhance the students enrolment in Geography.

The implication of this finding is that a serious effort has to be put in place especially by the students, their teachers and parents to solve the problem in order to enhance the students' enrolment in Geography.

In as much as the study has re-emphasizes the impacts of low students' enrolment of geography in senior secondary schools in Orumba South Local Government Area of Anambra State; it become so needed that the teaching and learning of Geography should be encouraged by the relevant stake holders.

Conclusion

Geography is one of the viable subjects taught at the secondary schools. There has been constant decline in the number of the students enrolling for the subject and this has a bad effect on the nation. This study has been concentrating on the impacts of low students' enrolment of geography in senior secondary schools in Orumba South Local Government Area of Anambra State. Findings of the study among others showed that the teachers based causes of low students' enrolment of

geography in senior secondary schools were as follow: Poor knowledge of Geography by the teachers, inappropriate method of teaching Geography, Irrelevant use of instructional method of teaching Geography. Poor teacher and students' relationship, Lack of good attitude to teaching profession by the Geography teacher. Poor payment of teachers' salary and Poor access to modern leaching facilities like Information and Communication Technology and the students based causes of low students' enrolment of geography in senior secondary schools were Lack of interest in learning Geography, Lack of learning materials like, Bad peer group influence, Poor intellectual capacity. It was recommended among others that the ministry of education should be organizing periodic trainings, workshops and conferences for the on effective teaching strategies which can be adopted in secondary schools for effective teaching of Geography and Government should provide conducive environment for the teaching and learning of Government.

Recommendations

1. The ministry of education should be organizing periodic trainings, workshops and conferences for the on effective leaching strategies which can be adopted in secondary schools for effective teaching of Geography.
2. Government should provide conducive environment for the teaching and learning of Government.
3. Government should help in providing solution to the hindrances to the teaching of Government by increasing the teachers' salary, giving the teacher promotion as at when due, equipping the schools with enough and relevant instructional material for the teaching of Geography.\
4. There should be timely supervision of the teachers teaching Geography teaching.
5. The school Government should provide a conducive environment in secondary schools.

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