

## ABSTRACT

The performance of learners in any subject is of great importance in determining the input of teachers and other factors influencing it. Despite Geography being important in the secondary school curriculum, many learners in Rarieda sub-county, Kenya, still have a dismal performance in the subject in National examinations. This is coupled with the fact that enrolment of learners in the subject is lower than in the other humanities. This is of great concern to educational stakeholders, who would wish to see the situation improved. Therefore, the purpose of this study was to find out the perspectives on the influence of selected teacher factors on learners' performance in Geography in Kenya Certificate of Secondary Education Examination. The objectives of the study were to: examine the perspectives on the influence of teacher's highest education level on learners' performance in Geography, find out the perspectives on the influence of teachers teaching experience on learners' performance in Geography, assess the perspectives on the influence of teacher's in- service training on learners' performance in Geography and investigate the influence of teacher's upward mobility on learners' performance in Geography in Kenya Certificate of Secondary Education Examination in Rarieda Sub- County. The study was conducted in Rarieda sub-county in Siaya County of Kenya and was guided by the Systems Theory. The mixed methods approach was used in this study, and the research design was concurrent triangulation. The target demographic included 94 Geography instructors, 44 principals, and 44 Humanities Department Heads from the Sub County's 44 public secondary schools. There were 113 responses in total, with 85 Geography professors, 14 Humanities Department Heads, and 14 Principals. The schools that contributed principals and heads of humanities departments for the study were chosen using stratified, purposive, and simple random sampling. Saturated sampling was used to choose the Geography teachers who took part in the study. Data was collected using questionnaires, interview schedule and document analysis guide. Quantitative data was analyzed using both descriptive statistics which included frequencies, percentages, and means and inferential statistics that included Pearson's  $r$ . The significance level of the inferences was done at the alpha value of 0.05. Qualitative data generated from the interviews with the principals was analyzed thematically and presented in narrative form based on themes derived from the objectives. The analyzed data was then presented in form of frequency tables. The findings indicated that: teachers' highest education level showed a small and insignificant positive correlation with learners' performance in Geography in KCSE ( $r=0.274$ ,  $p=0.095$ ), teachers' teaching experience had a significant, strong positive correlation with learners' performance in Geography in KCSE ( $r=0.580$ ,  $p=0.006$ ), teachers' in- service training positively influences learners' performance in Geography in KCSE; teachers' upward mobility positively influences learners' performance in Geography in KCSE. The study concluded that some teacher factors such as teachers' in- service training, teachers' teaching experience and teacher's upward mobility had a positive influence on the learners' performance in Geography in KCSE while other factors such as teachers' highest education level had no influence on learners' performance in Geography in KCSE examination. According to the report, the Teachers Service Commission (TSC) should hold required regular in-service training for Geography teachers at least once a term to ensure that they remain current with changes in the scope and teaching of Geography.