

**THE ECONOMIC IMPACT OF STUDYING GEOGRAPHY EDUCATION TO
TEACHERS' LIVELIHOOD IN IGANGA MUNICIPALITY**

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**A RESEARCH REPORT SUBMITTED TO COLLEGE OF EDUCATION
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DECLARATION

I, Baire Paul do hereby declare that this work is original and has never been submitted to any other institution for a ward of any Degree or Diploma. Where the work of others has been used, reference has been made there of.

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APPROVAL

This report Titled “The Economic Impact of Studying Geography Education to Teachers’ Livelihood in Iganga Municipality.” has been submitted by Baire Paul for examination with my approval as the University Supervisor, and it’s now ready for presentation.

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Date: 25th March 2019

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DEDICATION

This work is dedicated to my father Galyanga Grace Mum Mrs. Babirye Aidah for all the sacrifice, patience and commitment inclusive of the challenges you faced in educating and making me more enlightened. May the Almighty Lord bless you abundantly.

I also dedicate this piece of work to my supervisor, Madam Taligoola Deborah for providing me with her professional guidance, encouragement and his time during the research process.

Lastly but not least, I also dedicate this piece of work to the entire staff of Kampala International University especially college of education and distance e-learning as well as fellow students in department that gave me a platform which led to the success of this study.

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ABSTRACT

The Study sought to establish the economic impact of studying geography education on teacher's livelihood in Iganga municipality. The study was conducted on five schools in Iganga

Municipality which included Iganga high school, Iganga progressive academy S.S, Iganga top care S.S Savannah Highland Collage S.S and triangle secondary school.

It was guided by the following objective: to establish the benefit of studying geography education to geography teachers in Iganga municipality, to find out the challenges faced by geography teachers in Iganga municipality and establish ways of improving geography teacher's livelihood in Iganga municipality.

The population of the study was 85 respondents including 60 teachers, 15 directors of studies from which a sample size of 32 respondents were selected. This comprised of 25 teachers, 04 directors of studies and 3 head teachers, the sampling techniques used included simple random sampling for selecting the 25 teachers, and purposive sampling for selecting 03 head teachers, 04 directors of studies. Research instruments used were questionnaires, which were administered to the 25 teachers, 03 head teachers, and 04 directors of studies.

Most of the respondents provided that they benefit from studying geography education, also agreed upon the challenges faced and ways of improving geography teacher's livelihood.

The researcher recommended that the school authorities should give motivational packages to their teachers for example allowances for making ,masters on duty ,supervision of preps , this will help them achieve livelihood, ministry of education and sports and school authorities should by a certain percentage increase teachers' salaries and allowances such that they can improve on their livelihood, there should be provision of entrepreneur skills to geography teachers to help them join business as the other source of income to improve on their livelihood with more recommendations on further research as the impact of assessment and evaluation in transforming geography teachers life and the role of geography education in transforming geography teachers in secondary schools in Iganga municipality.

Conclusion were made on aspects of studying geography education on teachers livelihood in Iganga municipality as geography teaches realizes a lot of benefits in studying geography education in Iganga municipality and this has improved their livelihood, a few challenges of achieving geography teachers livelihood do still exist that if left un attempted may reduce teachers livelihood, geography teachers livelihood can be improved if discussed ways of improving livelihood has been affected.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In this chapter, a general introduction to the study is presented; the chapter consists of the background of study, the problem statement, study objectives, scope of study, the operational definitions of key terms and conceptual framework to be followed.

1.1 Background of Study

The Uganda National Commission for **UNESCO 1992** stresses that Geography Education investigates how geography is taught and learnt, including spatial learning, effective use of information technology, assessment and institutional factors in geography education. Faculty in this group participates in national projects and publications such as Geography for life. The National Geography standards, Journal of Geography in Higher Education, National Academy of sciences committee on spatial Thinking and Mapping sciences, the Geographic Education. Research in Geography Education focuses on discovering character, genesis, nature, and ontogenesis of geographic expertise and ways to assess and develop it. Currently, the geographic education faculties are studying how people learn to think spatially and how geographic representations produced by geospatial technologies support the development of geographic expertise.

Basing on 1992 National Center for Research in geography Education (NCRGE), it supports that evidence-based practices in Geography Education have impacts on Economic, political and social life of students in that pursue them. From knowledge of Geography it becomes easier to know about inter-dependence of people of various countries. And thus a student of geography can exploit this to his/her advantage. In this adventure, the knowledge of geographical conditions of a country are handy to the teacher therefore such knowledge can help the teacher to establish beneficial relationships with other countries and their neighboring world. Besides economic impacts of Geographic Education to the teacher's livelihood there exist a few other factors that create an impact on the teachers' livelihood as well as resulting or making him to practice and study Geography.

Denoting from Bednarz's (2000), describes the political importance of knowledge of geography of other countries is essential for any student of geography. It's only by the knowledge of geographical conditions that we develop sympathy for any particular country. For example if you happen to live in a fertile country, it would not be difficult for you to imagine the plight of a fellow being living in a desert. Thus knowledge of geography helps to bring about world together and in this way it helps to solve a number of political problems hence making knowledge of geography to become a political importance.

Bednaz (1992) recognizes practical importance of geography for all stages of education, the value of geographical learning at all stages that Acquaintance of geography is quite handy to prepare students to face certain problems of life! If a student is familiar with natural conditions, its climate, vegetation, natural resources, mineral wealth etc. then it becomes easier for him to plan his future. Such knowledge can be of much help to would be industrialists of country and student of geography interested in setting up an industry after keeping in mind the natural resources needed.

Also that knowledge of geography is helpful to an individual in developing social, political and economic relationships with other countries. Therefore we find that the knowledge of Geography has a practical utility.

Ballantyne, R (1997), provides knowledge of geography in helping to acquire the knowledge about cultural and intellectual life of a particular country and in this way it becomes easier to carry out a proper study of the cultural life of whole world. The knowledge of geography also helps a student in developing his power of imagination and also encourages him to find out cause and effect of various phenomenon. When a student of geography learns about the mountains, rivers, forests, then an image of all these things is formed before him. Whenever he actually comes across any of these things he can identify them and discern them easily. Therefore such knowledge helps the student to know about cultures and civilization of different countries, thus geographical factors influence the intellectual life of a country so we can say that geography has an intellectual importance. In the words of fair griever, "The real value of geography lies in the fact that it helps man to place himself in the world to learn his true position and duties"

Conferring to Crossref (1992), he stresses that the knowledge of geography helps a student in developing a proper social outlook. A proper social outlook develops a feeling of brotherhood for nationals of other countries and makes a student broad minded. He knows more remains self-Centered and he develops a feeling of world citizenship.

Thus knowledge of geography has a social importance. It also stresses role of geography in having a natural curiosity to know more about the life style of people in other hands. The knowledge of geography of geography helps to satisfy this natural curiosity and also throws light on various factors that influence our life style hence geography has an important role in satisfying our natural curiosities.

1.2 Statement of problem.

Studying geography education is believed to be of a tremendous importance to teachers lives since the study of geography is multidimensional and therefore according to **Joseph Kerski** the 2011 president of national council for geographical education passionately believes in the importance of geography that the person who pursue the house in geography will be expected to enjoy all benefits that accrue from geography education such as earning good salaries, engage in planning for country, utilization of natural resources as well as knowledge of location of places that helps geographers to engage in trade with other countries across the world. Conversely it's so disgusting to see that the geography teachers have failed to enjoy these privileges culminating from studying geography as they are paid very little salaries, do not get jobs, failed to clearly utilize natural resources and are also under looked in the society among others. This has bombarded peoples' mind and future career. Due to the above grievances, the rising relevant questions asked is, what are the economic impacts of studying geography education on teacher's livelihood in Iganga Municipality.

The study therefore is intended to establish robust solutions to such an inquisitive statement and ensure the privileges are realized.

1.3 Objectives

1.3.1 General objectives of the study

To establish the economic impacts of studying geography education to teachers livelihood in Iganga Municipality.

1.4 Specific objectives of the study

The objectives of study were to

- i) Establish the benefits of studying geography education to teachers of geography in Iganga Municipality,
- ii) Find out the challenges faced by teachers of geography in Iganga Municipality.
- iii) Establish ways of improving geography teachers' livelihood in Iganga municipality.

1.3 Research questions.

- i. What are the benefits that accrue from studying geography education to Teachers livelihood in Iganga municipality?
- ii. What are the challenges faced by geography teachers in Iganga municipality?
- iii. What are the ways of improving teachers' livelihood in Iganga municipality?

1.4 Scope of the study.

1.5.1 Content scope.

The study will focus on the economic impact of studying geography education on teachers' livelihood in Iganga municipality.

1.5.2 Time scope

The study will be carried out in period of **5 years (2014-2018)**.

1.5.3 Geographical scope

The study will be carried out on 7 schools in Iganga municipality on the geography teachers in both public and private schools.

1.5 Significance of study.

- i) Stimulate researcher's instigations to carry out further investigations on the problem and thus provide more possible ways of improving teachers' livelihood especially in Iganga municipality.
- ii) Building competencies in students for careers in the field of geography to prepare them for 21st century jobs.
- iii) Providing an insight to policy makers in the field of education to realize challenges faced by teachers of geography and ways of improving their livelihood.

1.6 Limitations of the study.

- i) Limited time to collect data from field since most of the time I am occupied with lectures.
- ii) Pecuniary complications in form of transport, purchasing inscription resources bribing respondents and corrupt ones yet I lack sponsors.
- iii) Bureaucracy in attainment of data from the respondents who are always busy and false information is given even absence of information at all.

1.7 Operational definition of terms used.

1.8.1 Geography Education.

Geography education investigates how geography is taught and learnt including spatial learning, effective use of information technology, assessment and institutional factor in geography. Currently geography education is studying of how people learn to think and how geographic representations produced by geospatial technologies support development of geographic expertise.

1.8.2 Economic impacts

The economic impacts refer to the effects that are both positive that arise from the economic perspective.

1.8.3 Teachers' livelihood.

The teachers' livelihood is defined as a set of activities involving securing water, food, medicine, shelter, clothing and the capacity to acquire above necessities working either individually or as a group by using geographical knowledge of endowments |(both human and material) for meeting the requirements of self and his/her household on a sustainable basis with dignity. The activities are usually carried out repeatedly for instance a fisherman's' livelihood depends on the availability and accessibility of fish.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature from previous work relating to the benefits of studying geography education in respect to improvement of geography teachers' livelihood. Consequently sourcing for intervention to fill these gaps. Therefore the chapter is arranged corresponding to the objectives of the study.

2.1 Benefits of studying geography education to teachers of geography.

The Uganda National Commission for **UNESCO 1992** stresses that geography Education investigates how geography is taught and learnt including spatial learning effective use of information technology, assessment and institutional factors in geography education. Faculty in this group participates in national projects and publications such as Geography for life. The National Geography standards Journal of Geography in Higher Education, National Academy of sciences' committee on spatial Thinking and Mapping sciences the Geography Education National implementation project and Alliance for geography education focus on discovering the character genesis nature and ontogenesis of geographic expertise and ways to assess and develop it. Currently geography education faculty is studying on how people learn to think spatially and how geographic representations produced by geospatial technologies support the development of geographic expertise.

The recent surveys have brought out disturbing results posted on 16th January 2017 by Christopher Lyons about level of knowledge that the students have about geography. It is surprising to know that children today do not find it beneficial to study this subject. It's high time we understood how beneficial it really is. It includes the study of our planet and occurrences in nature, it involves study of people that is to say the geography of a region affects lifestyle of its inhabitants, it helps with navigation that is understanding locations of various territories and countries, it includes the study of natural resources that let us live and climatic conditions have a bearing on our living condition, it is linked to geology as geological features vary across different parts of the globe.

Christopher Lyons 2017 pre suppose that geography education helps us appreciate life. That studying geography helps us appreciate the diversity in life forms. It exposes us to various ecology issues and environmental concerns. It helps us understand how nature influences life. It lets us know how cultures take shape. It enables to know civilizations are born. It helps us understand interaction between natural components and human beings. As it gives us the knowledge of the availability and distribution of natural resources. Its study helps us take decisions about resource use and management. The study of geography gives us an opportunity to observe and analyze the close association between natural environment and human life, hence making geography important.

P.E James (1997) prescribes that there are also likely to be opportunities to travel with school, and not just for geography teachers. Students at my current school are constantly flying off around the region for sports competitions or debating conferences. A great way to get travelling is to get involved in sports. I am currently writing this post from a Model United Nations Conference in Singapore (a good location choice if you like the heat and humidity) and I know that next term my involvement with the rugby team as well as China and beyond for fixtures. I am also currently arranging a school geography trip to New Zealand for next year which should be full of fun and educational activities and I am looking forward to seeing another new part of the world. International school teaching really is an excellent way to see the world, you just need to be willing to work hard and get involved.

The Rio de Janeiro Earth Summit 1992 adopted Agenda 21 and Action plan of 21st century. The main objective of the agenda is to address the concerns of ensuring the society takes into account the benefits of geography education sustainability to meet the needs of present generations without jeopardizing chances of future generations to meet their own. UNESCO was charged with the responsibility for implementing science for sustainable Development and promoting geography Education, Public Awareness and training respectively. It denotes that “Geography Education is critical for promoting sustainable Development and improving the capacity of people to address environment and development issues towards their livelihood.

2.2 Challenges faced by geography teachers in Iganga Municipality

According to **Deller 2000** and **Massam 2002** claim that most of the problems related to human life have certain geographical dimension. Even more directly refer to the existence certain “geographical dimension to the quality of life” this opinion is narrowly associated with the in

artificial need to include the aspect of spatially into the quality of life framework, which has arisen alongside the assumption that the quality of livelihood is changing not only “from man to man,” but in dependence of that also “from place to place”. Despite the life spaces of individuals can differ, there are many possibilities to define areas where every day human activities meet and concentrate. The study of the quality of life of people living in some specific area, city, neighborhood, stands for typical example of research oriented this way. In this context the fundamental perspective of the role of geography within quality of livelihood seems to be unambiguous. Based on geographers abilities to analyze spatial aspects or even variations of particular, relevant components and processes and subsequently to preferential strong points of geography resides in its capability to asses’ spatial differentiation of selected territory from the quality of life view point. In addition, **Pacoima (2003)** also points out the traditional conceptual and methodological eclecticism of geography.

According to **Kyazze (2000)**, he earns Shs 3 m a month but his long story of success did not come easy. Having joined teaching profession in 1980, he faced several hardships “Teaching was calling but at some point I considered quitting it. At some point I did not want to be called a teacher,” he says adding, “The salary was meager I had no house and I was wearing cheap clothes and an old pair of shoes” this led to loss of dignity among people as he was under looked by others. One of biggest challenges faced by developing countries is the lack of preparedness of teachers to implement an inclusive approach in schools. If geography teachers are to become effective inclusive practitioners and understand and meet the needs of all learners, then they must be educated appropriately to undertake this new role (**Forlins, Earle, Loreman, Sharma 2011, Graziano, 2008**).

2.3 Improving geography teacher’s livelihood in Iganga Municipality

According to 1992 **Robert Chambers** and **Gordon Conway** proposed the following composite definition sustainable individual livelihood which is applied most commonly at the house hold level : “A livelihood comprise of capabilities, assets (stores, resources) and activities required for a means of living a livelihood is sustainable which can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets and provides sustainable livelihood opportunities for the next generation and which contributes net benefits to other livelihoods at local and global levels and in short and long term”.

According to **Manona 1998** and **Bryceson 1996**, they stipulates it that south African rural livelihoods are also influenced by more recent developments such as supermarkets, retail shops

and expansion of peoples' livelihoods the past two decade, the structural dynamics of urban based, job shedding, capital intensive growth have only intensified since 1994 eroding remittances and migrants reinvestment in rural areas. Processes of social and occupational change associated with de-agrarianisation across Africa are highly pronounced in South Africa in which agriculture contributes less than 4 % GDP. In this way, the trajectories of de-agrarianisation and de-industrialization are intertwined. Conferring to the above realities and trajectory of jobless de-agrarianisation, "**Bryceson 1997**" described earlier that the informal sector of economy offers little respite. Opportunities in South Africa's informal sector are paltry and sector is comparatively small despite enduring poverty and unemployment. In this way. Town and countryside, agriculture and industry and informal and formal sectors offer constrained opportunities for accumulation for the poor in present day South Africa.

Representatives of civil society organizations have met on 1st September 2011 in Kampala to deliberate about current industrial action by teachers under leadership of Uganda National Teachers Union (UNATU). We recognize National current industrial action is a push towards a new compact between government of Uganda, Uganda children, youth parents and teachers to address the poor working conditions of teachers. Fully aware that since the teachers announced their intention to put their tools down, they have met with His Excellence President on **28th July 2011**, who set up an inter-ministerial committee composed of ministry of public service, ministry of education and sports, ministry of gender ministry of Justice and constitutional affairs and ministry of local government and Uganda Revenue Authority.

The civil society organization in Uganda 2011 strongly supports the ongoing efforts in this regard by UNATU to address outstanding teacher's issues through negotiations with government and other stakeholders. It urge the government to re-examine its priorities and take necessary steps to cut high cost of public administration and re-align the funds to critical sectors in the economy. That government should set up an independent body to undertake a salary renew of all public servants and set more equitable salary scales. It also urge government to immediately consider the accommodation needs of primary school teachers in order to improve working conditions of nations teachers, also urge government to clearly identify the line ministry or government agency that will be accountable for legislature as the people's representatives to that budget is reviewed and funds released this financial year to resolve the current standoff, if denounces the tone and the nuanced threats and sanctions contained in minister's statement read

to parliament on **31st September 2011**. Such language serves to show a lack of appreciation of teachers' concern and will prolong the standoff and strengthen the call for industrial action, the agency also call upon Uganda's development partners to ensure that the government priorities are aligned to international commitments such as the millennium development goals. To this end representatives of civil society undertake to build a broad coalition of committed citizens and all stakeholders to align ourselves with the cause of teachers and give it added momentum to secure future of our children.

Some education systems are actively involved in reviewing pre-service teacher education models and in developing and trailing new methodologies for example through greater collaboration between training institutions and schools (**Florian and Rouse** 2009).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter the methodology to be used in the study is presented. The chapter illustrates the approaches to be used in the study how they will be used and the reason as to why they are deemed applicable to this study.

3.1 Research design

This research adopts both descriptive and analytic approach with an explanatory research design. As defined by (Yousaf 2017), Explanatory research design employed in studying about a problem that has not been studied clearly. It establishes priorities and develops operational definitions of the status quo (Yousaf, 2017). The approach is adopted in the study becomes of the uncertain and less exploited scholarly investment empirically enumerating the economic impacts of studying geography education to teacher's livelihood in Iganga Municipality.

3.3 Study population.

The entire group of people or cases of direct interest to the investigation is called population. The smaller group selected for the study is called the sample. It's often impossible to study the whole population. Researchers make use of a sample to collect research subjects (participants) who would represent the whole research population. Conclusively a sample is therefore the subset of a population selected to participate in a research study. In this study, the population will be 82 respondents including 60 teachers, 15 directors of studies, 07 head teachers and sample of 32 respondents will be used and will consist Of 25 geography teachers from selected secondary schools , 4 directors of studies, 3 head teachers from selected both private and public schools.

3.4 Sampling methods.

Sampling is the method adopted to ascertain the representative size from the population which is due course depicts the perceived characteristics of the entire population. This study will employ two sampling techniques; simple Random sampling and purposive sampling. These methods are described as follows.

3.4.1 Simple Random Sampling (SRS)

In this method, a selection is adopted in which some cases from entire population are selected upon which the population's characteristics can be derived. The random sampling approach is

mostly applied on large and scarcely located population samples for example during opinion polling (Robinson 2014:32 for this particular purpose, simple Random sampling will be employed in selected three schools from the whole municipality and the 25 teachers.

3.4.2 Purposive sampling.

This involves specialized selection of a particular individual in the data collection process. This particular sample is selected basing on the prior knowledge that it processes in regard to the study purpose Robinson (2014:32). The sample size selected using this method has specific knowledge that is otherwise limited and may not be easily accessed to the public for security and or legal reasons. In this case it is professional information that demands data from a specified field of expertise. The study will employ this technique to select 25 teachers, 4 directors of studies and 3 head teachers to exhibit a sparse population relative to the main business and semi-urban centers.

Table 1: 3.1 shows the sampling methods being used on the different categories of respondents.

Category	Population	Sample size	Sampling method
Head teachers	07	03	Purposive sampling
Director of studies	15	4	Purposive sampling
Geography teachers	60	25	Sample random
Total	82	32	

(Source: Primary Data 2019.)

3.6 Data collection instruments

3.6.1 Questionnaires

A questionnaire consists of a group of questions or opinions systematically established to effect collection of views and opinions of study participants. In this study, both open ended and closed ended questionnaires will be necessary. Open ended questionnaires provide a liberty to the respondents to express their own views and also eliminate the influence of researcher (Reja et al, 2003:162). In this regard, they will be important especially in facilitating spontaneous Responses from the respondents. None the less, such questionnaires often need extensive coding to decode meaningfulness and may not give effective responses to complex question of interest to the study aims. Closed ended questionnaires present a list of responses to the respondents from which the participants choose from Christian and Holland (2009:197). These questionnaires are

particularly necessarily to collect quantitative data hence simplifying the data analysis due to elimination of coding complexities.

3.6.2 Data processing and Analysis.

[Zhange-et-al].2017 maintains that in order to derive constructive meaning from the collected data analysis and processing is important since the data may be of varying characteristics. In this study, the collected data especially from the primary source will be entered into statistical packages like excel data sheets and the statistical packages for social scientists for automatic analysis. None the less classified secondary data from online sources will also be statistically interpreted to facilitate sound comparative analysis of previous and current studies.

3.7. Validity and Reliability Instruments.

Validity of the questionnaire will be obtained by presenting it to the supervisor because according to **Amin**. [2005] content and construction validity is determined

By expert judgment. Furthermore, to ensure the draft instruments shall be subjected to scrutiny by discussion with my fellow colleagues around. In addition ,the validity of questionnaire will be calculated using the content validity index formula and expected figure will be of 07 because Ketchum and Palls [1993] argue that the instrument of validity confident of at least 0.7 are expected as valid in research.

Reliability of instruments was obtained by using the test-retest reliability. **Fraenkel and Wallin** [1996] argue that for most educational Research stability of scores are over a period of two months is usually viewed as sufficient evidence of test -retest reliability. Therefore the researcher tested and retested the instrument on a small number of respondents in an interval of two months The researcher then computed the reliability for multi item opinion question using small boxes.

3.8 Procedure

The researcher obtained a letter of introduction from the Dean faculty of education Kampala International University to the targeted individuals within Iganga municipality ,there after the researcher administered questionnaires to the Headteachers, Directors of studies and teachers of geography .The researcher personally administered questionnaires to the respondents to ensure maximum confidentiality.

3.10. Ethical consideration.

The issue of ethics when carrying out research was given due consideration since knowledge sought could never be realized at the expense of human self-respect. **Holyle-et al** [2002] holds that ethics works to protect the respondent privacy and working relationships with key

respondents. It was also to work and improve on the integrity of the study .so during and after the study ethical issues were greatly considered to ensure that the respondent self-esteem is secured. The researcher would seek permission from relevant authorities, explain to the respondents the purpose of the study and assures them that all information released was preserved with confidentiality and that their individualities were not to be publicized.

CHAPTER FOUR

DATA INTERPRETATION, ANALYSIS AND PRESENTATION

4.0 Introduction

The purpose of study was to examine the economic impacts of studying Geography Education on Teacher's livelihood in Iganga Municipality. Especially the study considered the following objectives.

- i. To establish the benefits of studying Geography education to teachers in Iganga Municipality.
- ii. To find out the challenges faced by teachers of Geography livelihood in Iganga municipality.
- iii. To establish ways of improving Geography teacher's livelihood in Iganga municipality.

The chapter dealt with the presentation, analysis and interpretation of findings from the studying geography education on teachers' livelihood in Iganga Municipality.

The results were presented in the table form with the frequencies and percentage guiding the interpretation to answer the research questions. The findings were obtained from questionnaires issued to teachers, directors of studies and head teachers.

4.1 Background characteristics

Table 2: 4.1 Gender of the respondents who participated in the study

Gender	Frequency	Percentage (%)
Male	22	68.75
Female	10	31.25
Total	32	100

Source Primary Data 2019.

Analysis of the above reveals that majority of respondents who participated more in exercise were mainly males (22) with percentage of 68.75% while the females (10) were the minority making percentage of 31.25% hence the males sex therefore participated in the study a lot more than the female sex did.

Table 3:4.2 Age brackets of respondents who participated in the study

Age group	Frequency	Percentage (%)
20 – 30	10	31.25
31 – 40	15	46.875
41 – 50	05	15.625
51 – and above	02	6.25
Total	32	100

Source Primary Data 2019.

A majority of the respondents 15 (46.875%) aged between 31 – 40 years were all teachers and followed by 10 (31.25%) of respondents aged between 20 – 30 years and are all geography teachers 05 (15.625%) aged between 41 – 50 years were both directors of studies and head teachers, and 02 (6.25%) aged between 51 and above years, these were only head teachers, and therefore teachers, head teachers, directors of studies were all participants in the study though in varying ages and proportions thus dependable findings.

Table 4: 4.3 Duration in service of respondents who participated in study

Duration in services	Frequency	Percentage (%)
1 – 5 years	02	6.25
6 – 10 years	10	31.25
11 – 15 years	07	21.875
16 – 20 years	08	25
21 – 25 years	02	6.25
26 years and above	03	9.375
Total	32	100

Source: Primary Data 2019

This table shows that two (02) teachers (6.25%) had a teaching experience of 1 – 5 years, ten (10) teachers (31.25%) had teaching experience of 6 – 10 years, seven (07) teachers (21.875%) had a teaching experience of 11 – 15 years, eight (08) teachers and directors of studies (25%) had a teaching experience of 16 – 20 years, two (02) directors of studies (6.25%) had a teaching experience of 21 – 25 years and three (03) head teachers (9.375%) had a teaching experience of 26 and above years. These were generally teachers, directors of studies and head teachers.

Table 5: 4.4 showing highest level of education

Highest level of education	Frequency	Percentage (%)
Masters	05	15.625
Degree	20	62.5
Diploma	07	21.875
Untrained	00	00
Total	32	100

Source: Primary Data 2019.

The table provides that five (05) respondents (15.625) with masters were both head teachers and directors of studies; twenty (20) respondents (62.5%) with degree were both teachers and directors of studies, seven (07) respondents (21.875%) with Diplomas were teachers and zero (00) respondents (00%) were untrained.

Table 6: 4.5 Types of school that were involved in the study

Type of school	Frequency	Percentage (%)
Government aided	02	40
Private aided	03	60
Total	05	100

Source: Primary Data 2019.

The study provides that five schools participated in the study, two (02) of which were government aided consisting (40%) while the other ones (03) were privately owned consisting (60%). This implied that the findings of the study were dependable since both private and government aided schools were involved.

Table 7: 4.6 Increasing knowledge and scope of teaching geography

Responses	Frequency	Percentage (%)
Agree	14	43.75
Strongly Agree	18	56.25
Disagree	00	00
Strongly Disagree	00	00
Neutral	00	00
Undecided	00	00
Total	32	100

Source: Primary Data 2019.

This table above provides 14 (43.75%) respondents that do agree and 18 (56.25%) respondents that strongly agreed that geography education increases knowledge and scope of teaching

geography and no any individual disagreed, strongly disagreed, was neutral or even undecided. This therefore creates an implication that studying geography education widens the knowledge and scope of teaching geography.

Table 8: 4.7 Geography educations involving the study of natural resources

Responses	Frequency	Percentage (%)
Agree	08	25
Strongly agree	20	62.5
Disagree	02	6.5
Strongly disagree	00	00
Neutral	02	6.25
Undecided	00	00
Total	32	100

Source: Primary Data 2019.

The highest percentage of respondents strongly agreed 20 (62.5%), 08 (25%) agreed only 02 (6.25%) respondents disagreed and 02 (6.25%) were neutral as well as no respondents strongly disagreed as well no one remained undecided therefore to a large extent studying geography education involves the study of natural resources.

Table 9:4.8 Studying Geography education helps geography teachers to appreciate diversities in life forms

Responses	Frequency	Percentage (%)
Agree	13	40.625
Strongly	10	31.25
Disagree	05	15.625
Strongly	00	00
Neutral	03	9.375
Undecided	01	3.125
Total	32	100

Source: Primary Data 2019.

The above table clearly stipulates that 13 (40.625%) respondents agreed, 10 (31.25%) strongly agreed, 05 (15.625%) disagreed, 03 (9.375%) were neutral, 01 (3.125%) remained undecided yet no any single respondent strongly a disagreed. Therefore the majority of the respondents do agreed and strongly agreed that studying geography education helps geography teachers to appreciate the diversities in life forms even though a few respondents disagreed, remained neutral and undecided as well no one strongly disagreed.

Table 10: 4.9 Studying geography education helps teachers of geography earn very high salaries

Responses	Frequency	Percentage (%)
Agree	10	31.25
Strongly agree	20	62.5
Disagree	00	00
Strongly disagree	00	00
Neutral	02	6.25
Undecided	00	00
Total	32	100

Primary Source Data 2019.

According to this table, 16 (50%) respondents agreed, 10 (31.25%), strongly agreed, 04 (12.5%) disagreed, 02 (6.25%), remained undecided and no any respondent who strongly disagreed or were neutral in this study, this creates an implication that studying geography education helps teachers of geography to earn very high salaries since large numbers of respondents agreed and strongly agreed towards it even though a few still disagreed as others remained undecided.

Table 11: 1.10 Geography education helps in assessment and evaluation of learners.

Responses	Frequency	Percentage (%)
Agree	10	31.25
Strongly agree	20	62.5
Disagree	00	00
Strongly disagree	00	00
Neutral	02	6.25
Undecided	00	00
Total	32	100

Source: Primary Data 2019

Basing on this table above, evidently specifies that 10 (31.25%) respondents agreed, 20 (62.5%) strongly agreed, 02 (6.25%) remained neutral as no one disagreed, strongly disagreed nor undecided. Since the highest percentage of respondents strongly agreed and a few remained neutral as well as no any respondents disagreed, strongly disagreed or even remained undecided upon it, therefore this creates an implication that geography education helps in assessment and evaluation of learners.

Table 12: 4.11 Studying geography education helps geography teachers to interact with the natural environment and human life.

Responses	Frequency	Percentage (%)
Agree	12	37.5
Strongly agree	16	50.0
Disagree	03	9.375
Strongly disagree	00	00
Neutral	00	00
Undecided	01	3.125
Total	32	100

Source: Primary Data 2019

In this table, it indicates that 12 (37.5%) respondents agreed, 16 (50%) strongly agreed, 03 (9.375%) disagreed, only 01 (3.125%) were undecided as no any respondent strongly disagreed or was neutral upon this, therefore this implied that studying geography education helps geography teachers to interact with natural environment and human life stipulated by highest percentage of 50% and 37.5% respondents that strongly agreed and agreed respectively.

Challenges faced by geography teachers Iganga Municipality

Table 13: 4.12 little payments to geography teachers

Responses	Frequency	Percentage (%)
Agree	19	59.375
Strongly agree	05	15.625
Disagree	04	12.5
Strongly	02	6.25
Neutral	00	00
Undecided	00	00
Total	32	100

Source: Primary Data 2019

The table above indicated that 19 (59.375%) of the respondents agreed with little payments to geography teachers, 05 (15.65%) respondents strongly agreed, 04 (12.5%) disagreed, 02 (6.25%) strongly disagreed and no any respondent were neutral or remained undecided.

The researcher therefore interpreted it that geography teachers face a challenge of little payments depending on the high percentages of respondents (59.375%) and 15.625% who agreed and strongly agreed respectively to the little payments of geography teachers as a few respondents disagreed (12.5%) yet no one remained neutral or undecided.

Table 14: 4.13 that geography teachers' livelihood seem to be ambiguous.

Responses	Frequency	Percentage (%)
Agree	05	15.625
Strongly agree	00	00
Disagree	15	46.875
Strongly	07	21.875
Neutral	03	9.375
Undecided	02	6.25
Total	32	100

Source: Primary Data 2019.

The presentation in this table above indicated that 15 (46.875%) respondents disagreed, 07 (21.875%) of respondents strongly disagreed, 05 (15.625%) respondents agreed, 03 (9.375%) were neutral, 02 (6.25%) remained undecided as no any respondents strongly agreed to this challenge.

The researcher therefore interpreted it that geography teachers livelihood does not seem to be ambiguous since the highest percentages (46.875%) and (21.875%) disagreed and strongly disagreed upon the challenge of an ambiguous livelihood by geography teachers though still a few (15.625%) agreed, 9.375% and 6.25% remained neutral and undecided respectively yet no any percentage of respondents strongly agreed upon this.

Table 15: 4.14 Loss of dignity among the geography teachers since they are under looked

Responses	Frequency	Percentage (%)
Agree	13	40.625
Strongly agree	02	6.25
Disagree	08	25
Strongly	03	09.375
Neutral	04	12.5
Undecided	02	6.25
Total	32	100

Source: Primary Data 2019

The table above presented that 13 (40.625%) of the respondents agreed to the loss of dignity among the geography teachers since they are under looked, 02 (6.25%) strongly agreed, 08 (25%) disagreed, 03 (09.375%) strongly disagreed 04 (12.5%) were neutral and 02 (6.25%) remained undecided.

The researcher therefore interpreted it that there is loss of dignity among geography teachers since they are under looked basing on the high percentages of responses that agreed and strongly

agreed respectively as 40.625% and 6.25% even though some percentage disagreed, 25% strongly disagreed, 9.375% were neutral 12.5% and 6.25% remained undecided on this.

Table 16: 4.15 Geography teachers live a cheap quality life

Responses	Frequency	Percentage (%)
Agree	09	28.125
Strongly agree	08	25
Disagree	05	15.625%
Strongly	00	00
Neutral	08	25
Undecided	02	6.25
Total	32	100

Source: Primary Data 2019

This table above indicated that 09 (28.125%) of respondents agreed, 08 (25%) strongly agreed, 05 (15.625%) disagreed, 08 (25%) and 02 (6.25%) were neutral and undecided respectively yet no any respondents strongly disagreed.

The researcher therefore interpreted it that geography teachers live a cheap quality life since the highest percentage of respondents agreed and strongly agreed respectively as 28.125% and 25% yet small percentage of 15.625% disagreed, 25% and 6.25% were neutral and undecided respectively yet no any respondents strongly disagreed.

Table 17: 4.16 Geography teachers are limited in knowledge in other fields

Responses	Frequency	Percentage (%)
Agree	15	46.875
Strongly agree	10	31.25
Disagree	02	6.25%
Strongly	00	00
Neutral	02	6.25
Undecided	03	9.375
Total	32	100

Source: Primary Data 2019

The table above presented that 15 (46.875%) of the respondents agreed, 10 (31.25%) strongly agreed. 02 (6.25%) disagreed, 02 (6.25%) and 03 (9.375%) were neutral and undecided respectively yet no any respondent strongly disagreed on geography teachers being limited in knowledge in other fields.

The researcher therefore interpreted it that geography teachers are being limited in knowledge in the other fields since the highest percentage of respondents agreed and strongly agreed

that engaging in agricultural projects to supplement salary improves geography teachers' livelihood, this was due to the verified high percentages of respondents that agreed and strongly agreed respectively as 37.125% and 50% followed by lower percentages of 9.375% disagreed, 3.125% neutral as well as 00% strongly disagreed and undecided respectively towards engaging in agricultural projects to supplement the salary hence improving on livelihood of geography teachers.

Table 23: 4.22 Improving on the working conditions for teachers in the school

Responses	Frequency	Percentage (%)
Agree	15	46.875
Strongly agree	05	15.625
Disagree	05	15.625
Strongly	02	6.25
Neutral	03	9.375
Undecided	02	6.25
Total	32	100

Source: Primary Data 2019

From the above, 15 (46.875%) respondents agreed that improving the working conditions for teachers in schools improve geography teachers' livelihood 05 (15.625%) strongly agreed, whereas 05 (15.625%) disagreed, 02 (6.25%) strongly disagreed as 03 (9.375%) and 02 (6.25%) were neutral and undecided respectively towards improving working conditions for teachers in schools hence this improves on the livelihood of geography teachers.

The researchers therefore created an implication that improving on working conditions for teachers in school improves geography teachers' livelihood. This was evidenced by high percentages of respondents that agreed and strongly agreed respectively as 46.875% and 15.625% followed by lower percentages of 15.625% disagreed, 6.25% strongly disagreed as well as 9.375% and 6.25% were neutral and undecided respectively towards improving on working conditions for teachers in schools thus this would boost teachers' livelihood.

The ways of improving teachers of geography livelihood in Iganga municipality

The other objective of this study was to establish the ways of improving teachers of geography livelihood. The probable ways agreed upon by all respondents in this study include motivation of teachers of geography through giving allowance providing entrepreneurs seminars for teachers to engage in businesses, advocating for increases in salaries of geography teachers through UNATO engaging in Agricultural productive prospects improving on their working conditions therefore if all of these could be worked upon, teachers of geography can achieve their required livelihood in Iganga municipality.

5.2 Conclusions

In line with research questions that guided the study on “the economic impacts of studying geography education on teachers ‘livelihood in Iganga municipality, the research made vigorous conclusion.

The aspects of studying geography education to teacher’s livelihood in Iganga Municipality are

- . Geography teachers realize a lot of benefits in studying geography education in Iganga municipality and this has improved their livelihood.
- . A few challenges of achieving geography teachers livelihood do still exist that if left unattempted too may reduce teachers livelihood
- . Geography teacher’s livelihood can be improved if the discussed ways of improving livelihood have been effected.

5.3. Recommendations

In conclusion of the above findings the researcher came up with the following recommendations to realize benefits that accrue from studying geography education reduce the challenges faced as well as affecting the ways of improving geography teachers’ livelihood and encourage more students to take on the subject of geography education as a way of achieving their livelihood. These were as below.

- i. The school authorities like school management committees and parents teachers associations should give motivation packages to their teachers for example allowances for marking , masters on duty, supervision on preps, this will help them achieve their livelihood
- i. Ministry of education and sports and school authorities should by a certain percentage increase teachers’ salaries and allowances such that they can improve on their livelihood

- . There should be provision of entrepreneurial skills to geography teachers to help them join businesses as other sources of income to improve on their livelihood.

5.3.1 Recommendations on further research

In relation to the study giving her research can be carried out on the following:

- . The impact of assessment and evaluation in transforming geography teachers life
- . The role of geography education in transforming geography teachers' in secondary schools in Iganga municipality

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APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR HEAD TEACHERS

Dear Sir/ Madam,

I **BAIRE PAUL** a student of Kampala International University pursuing a Bachelors of Arts with Education upon my completion of my research study in my final year, am conducting a questionnaire and interview surveys in order to collect data for my report.

You have therefore been selected to participate in study **of the economic impact of study of geography education on teachers' involvement in Iganga Municipality.**

Your responses towards this questionnaire will help me in compiling a research report upon my accomplishment of this program so I respectfully and honorable request you to spare your valuable time. All your responses shall be treated with utmost confidentiality and be used for academic purposes only.

Name of the school.

INSTRUCTIONS

In section A and B tick in the box provided immediate right of your most suitable alternative.

For section C, briefly give in your opinion in light of the Question.

SECTION A,

Demographic data.

1.1 Gender

Male ☐ Female ☐

1.2 Age

30-35 ☐ 36-45 ☐ 46-55 ☐ 56+ ☐

1.3 Duration of service

1-5 ☐ -10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26+ ☐

1.4 Academic questionnaire

- a. Diploma ☐
- b. Bachelors ☐
- c. Masters ☐
- d. PhD ☐

1.5 Type of the school

Government aided ☐ Private ☐ Public school. ☐

SECTION B: benefits of studying geography education

2.1 Do you have geography teachers at the school?

Yes ☐ No ☐

2.2 Are you one of them?

Yes ☐ No ☐

2.3 If yes, do you benefit from teaching geography?

Yes ☐ No ☐

2.4 To what extent do you benefit from studying geography education?

Highly ☐ Moderately ☐ Little ☐ Not all ☐

2.5 Briefly defend your answer in 2.3 above.

2.6 The benefits of studying geography education to geography teacher livelihood.

You tick the most appropriate option where A-agree, S.A-Strongly Agree, D-Disagree, SD-Strongly Agree, D-Disagree, SD-Strongly Disagree, N-Neutral and U-Undecided.

Benefits of studying geography education to geography teacher livelihood.	A	SA	D	S D	N	U
It involves studying our planet and nature.						
It increases the knowledge scope of natural resources						
Geography education involves study of natural resources						
Studying geography education helps us to appreciate diversity in life form						
It helps geography teachers earn very high salaries						
Geography education helps in assessment and evaluation of learners progress						
Geography education helps us to interact with natural environment and human life.						

SECTION C: challenges faced by geography teachers in Iganga municipality

3.1 Do geography teachers face a lot of challenges in teaching geography at school?

Yes ☐ No ☐

3.2 Mention the challenges faced by geography teachers while teaching geography in your school?

The challenges faced by teachers in Iganga Municipality

You tick the most appropriate option where A-agree, S.A-Strongly Agree, D-Disagree, SD-Strongly Agree, D-Disagree, SD-Strongly Disagree, N-Neutral and U-Undecided.

Challenges faced BY teachers in Iganga Municipality	A	SA	D	SD	N	U
Little payment to geography teachers						
Loss of dignity among geography teachers since they are undercooked						
Lack of preparedness of geography teachers.						
Limited abilities to analyses spatial aspect						
Geography teachers are limited in knowledge on other fields.						
Geography teachers leave cheap quality of life with limited finances.						

SECTION D: ways of improving teacher’s livelihood in Iganga municipality.

4.1 Does studying geography education improves on teachers’ livelihood?

Yes ☐ No ☐

4.2 Mention the ways of improving geography teachers’ livelihood in your school/

4.3 The ways of improving geography teachers’ live hood in Iganga Municipality. You tick most appropriate option where A-agree, S.A-Strongly Agree, D-Disagree, SD-Strongly Agree, D-Disagree, SD-Strongly Disagree, N-Neutral and U-Undecided.

Ways of improving geography teachers’ live hood in ganga Municipality	A	SA	D	SD	N	U
Motivation of geography teachers through giving allowances.						
Providing entrepreneurial seminars for teachers to engage in business.						
Advocate for increase in salaries of geography teachers						
Reinvestment in rural areas						
Engaging in agricultural projects to supplement on the tour salaries.						
Improve on the working conditions for teachers in the school.						

APPENDIX 2: QUESTIONNAIRE FOR TEACHERS

Dear Sir/ Madam,

I BAIRE PAUL a student of Kampala International University pursuing a Bachelors of Arts with Education upon my completion of my research study in my final year, am conducting a questionnaire and interview surveys in order to collect data for my report.

You have therefore been selected to participate in study of economic impact of study of geography education on teachers' involvement in Iganga Municipality.

Your responses towards this questionnaire will help me in compiling a research report upon my accomplishment of this program so I respectfully and honorable request you to spare your valuable time. All your responses shall be treated with utmost confidentiality and be used for academic purposes only.

Name of the school.....

INSTRUCTIONS:

In sections A and B, tick in the box provided to the right **of your most appropriate** option.

For section C, briefly give *in your pinion in light of the question.*

SECTION A. Demographic data.

1.1 Gender: Male ☐ Female ☐

1.2 Age: 20-30 ☐ 31-40 ☐ 41-50 ☐ 55 and above ☐

1.3 Duration in service:

1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ and above ☐

1.4 Academic qualification

Master' ☐ Degree ☐ Diploma ☐

1.5 Type of the school:

SECTION B. benefits of studying geography education

2.1 Are there geography teachers at this school?

Yes ☐ No ☐

2.2 Are you one of them?

Yes ☐ No ☐

2.3 If yes, does studying geography education benefit in teaching geography?

2.4 To what extent do you benefit from studying geography education?

Highly ☐ Moderate ☐ Little ☐ Not at all ☐

2.5briefly explain the benefits that accrue from studying geography education to defend your answer in 2.4 above.

2.6 The benefits of studying geography education to the teacher’s livelihood in Iganga municipality.

You tick the most appropriate option where A-Agree, SA-Strongly Agree, D-Disagree, SD-Strongly Disagree, N-Neutral, and U-Undecided

Benefits of studying geography education. to the teachers livelihood in Iganga municipality	A	SA	D	SD	N	U
It involves studying our planet and nature						
It increases the knowledge scope of teaching geography					-	
Geography education involves the study of natural resources						
Studying geography education helps us to appreciate the diversity in life forms			-			
It helps Geography teachers earns very high salaries						
Geography education helps us in assessment devaluation of leaners progress						
Geography education us to interact with the natural environment and human life						

SECTION C. challenges faced by geography teachers in Iganga municipality

3.1 I face a lot of challenges in teaching geography

Yes ☐ No ☐

3.2 Mention the challenges you have face while teaching geography?

3.3 The challenges faced by geography teachers in Iganga municipality. You tick the most appropriate option where

A-Agree, SA-Strongly Agree, D-Disagree, SD-Strongly Disagree, N-Neutral, and U-Undecided.

challenges faced by geography teachers in Iganga municipality	A	SA	D	SD	N	U
Little payments to geography teachers						
Geography teachers livelihood seem to be ambiguous				-		
Loss of dignity among the geography teachers since they are under looked						
lack of preparedness of geography teachers						
Limited abilities to analyze the spatial aspect						
Geography teachers leaves a cheap quality of life with limited finances						
Geography teachers are limited in knowledge on the other fields						

SECTION D. Ways of improving teachers' livelihood in Iganga Municipality

4.1 does teaching geography improve on your livelihood?

Yes ☐ No ☐

4.2 Mention the ways geography education can help you in achieving livelihood as a geography j
teacher

4.3 The Ways of improving geography teachers' livelihood in Iganga municipality. You tick the most appropriate option where A- Agree, SA-Strongly Agree, D-Disagree, SD-Strongly Disagree, N-Neutral, and U-Undecided.

Ways of improving geography teachers' livelihood in iganga municipality.	A	SA	D	SD	N	U
Motivation of geography teachers through giving allowances						
Providing Entrepreneurial seminars for teachers to engage in business						
Advocate for increase in the salaries of geography teachers to UNATO						
Reinvestment in rural areas						
Engaging in agricultural projects to supplement the salary						
Improve the working conditions for teachers in the school						

APPENDIX 3: QUESTIONNAIRE FOR DIRECTORS OF STUDIES DEAR RESPONDENT

I BAIRE PAUL a student of Kampala international university pursuing a Bachelors of Arts in Education. Upon my accomplishment in my final year of study, am conducting a questionnaire and interview surveys in order to collect data for compiling my report.

You have therefore been chosen to participate in the study of "the economic impacts of studying geography education on teachers' livelihood in Iganga municipality".

Your acceptance to answer this questionnaire will help me in compiling a research report so I

Honorably request you to spare your valuable time.

All your responses shall be treated with utmost confidentiality and be used for academic purposes only.

Name of the school

INSTRUCTIONS:

In sections A and B, tick in the provided immediate right of your most appropriate alternative. For section B, briefly provide your opinion in light of the question.

SECTION A. DEMOGRAPHIC DATA

1.1 Gender:

Male ☐ Female ☐

1.2 Age:

25-35 ☐ 46-55 ☐ 36-45 ☐ 56 and above ☐

1.3 Duration in service:

1-5 ☐ 6-10 ☐ 11-15 ☐ 21-25 ☐ 26 and above ☐

1.4 Academic qualification:

Master's ☐ Degree ☐ Diploma ☐ Untrained ☐

1.5 Type of the school:

Government aided ☐ Private ownership ☐ Public schools ☐

SECTION B, The benefits of studying geography education

2.1 Do you have geography teachers at this school?

Yes ☐ No ☐

2.2 Are you one of them?

Yes ☐ No ☐

2.3 Do you think studying geography education benefit geography teachers?

Yes ☐ No ☐

2.4 To what extent do you benefit from studying geography education?

Highly ☐ Moderately ☐ Little ☐ Not at all ☐

2.5 Mention the benefits of studying geography education to your geography teachers.

2.6 The benefits of studying geography education to geography teachers' livelihood in Iganga municipality. You tick the most appropriate option where A-Agree, SA-Strongly Agree, D-Disagree, SD-Strongly Disagree, N-Neutral, and U-Undecided.

Benefits of studying geography education to geography teacher's livelihood in Iganga municipality.	A	SA	D	SD	N	U
It involves studying our planet and nature						
It increases the knowledge scope of teaching geography						
Geography education involves the study of natural resources						
Studying geography education helps us to appreciate the diversity in life forms						
It helps Geography teachers earns very high salaries						
Geography education helps in assessment & evaluation of learners progress						
Geography education us to interact with the natural environment ;and human life						

SECTION C. challenges faced by geography teachers in Iganga municipality

3.1 Geography teachers face a lot of challenges in teaching geography

Yes ☐ No ☐

3.2 Mention the challenges that geography teachers face while teaching geography at your school?

3.3 The challenges faced by geography teachers in Iganga Municipality.

You tick the most appropriate option where A-Agree, SA-Strongly Agree, D-Disagree, SD-Strongly Disagree, N-Neutral, and U-Undecided.

challenges faced by geography teachers in Iganga municipality	A	SA	D	SD	N	U
Little payments to geography teachers						
Geography teachers livelihood seem to be ambiguous						
Loss of dignity among the geography teachers since they are under looked						
lack of preparedness of geography teachers						
Limited abilities to analyze the spatial aspect						
Geography teachers leaves a cheap quality of life with limited finances						
Geography teachers are limited in knowledge on the other fields						

SECTION D. Ways of improving geography teachers' livelihood in Iganga municipality

4.1 Do you think studying geography education improve on teachers' livelihood?

Yes ☐ No ☐

4.2 Mention the ways of improving livelihood for geography teacher at your school

4.3 The Ways of improving geography teachers' livelihood in Iganga municipality.

You tick the most appropriate option where A-Agree, SA-Strongly Agree, D-Disagree, SD-Strongly Disagree, N-Neutral, and U-Undecided.

Ways of improving geography teachers' livelihood in Iganga municipality.	A	SA	D	SD	N	U
Motivation of geography teachers through giving allowances						
Providing Entrepreneurial seminars for teachers to engage in business						
Advocate for increase in the salaries of geography teachers to UNATO						
Reinvestment in rural areas						
Engaging in agricultural projects to supplement the salary						
Improve the working conditions for teachers in the school						