Analyzing the Relationship between Students' *Level of Performance* in Internal Geography Examinations and *Cost of Programme,* With Relevant Philosophical Thoughts in Kogi State University, Nigeria

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Abstract

In this study, we analyzed the relationships between the level of performance by students of Geography in internal examination and cost of programme in the department of Geography, Kogi State University, Anyigba, Nigeria in the last four years. The study was carried with both philosophical/methodological and statistical exploits by selected but renounced philosophers and Geographers, with a view to determining whether the students' level of performance was determined by the increasing costs of running the programme. The contributions of Ogbonna David O. (2005 - 2008), Karl Marx (1818 – 1883), Lucien Febvre (1878 – 1956) and Ellen Semple (1863 – 1932), were explored to provide philosophical data for the study. The contributions of these ancient and contemporary geographers marked a significant milestone in the development of Geography curriculum across the globe and specifically in our study area, between the late 19th and early 21st centuries. We also traced the idea of environmentalism to Strabo, Hippocrates, Tatham, Bodin, Humboldt, Ritter, Haeckel and Buckle, Demolins and Frederic play, etc; whose unprecedented philosophic thoughts marked a significant development in fostering geographic knowledge. Their thoughts provided the understanding that man cannot be separated from his environment, and therefore, any injury done to the environment is essentially an injury to man. The result of the statistical test showed that the level of performance by students of Geography is influenced significantly by the cost of running the programme. Adopting the Chi-Square Statistics, it was thus determined that with the calculated value of 42.36 greater than the critical value of 12, the Contingency testing of the performance level of students of Geography against cost showed a significant result, confirming that the cost of running Geography programme in the department of Geography at Kogi state University, Anyigba influences the performance level of students in internal Geography examinations. To match words with actions that are in favor of environmentalism and sustainable Geography curriculum development, the outlined scholars have identified some priority areas, ancillary to Geographic education, where actions needed to be taken for sustainable geographic education: environmental education, population stabilization, natural resources management, human settlement and safety (health and welfare), environmental ethics and regulation, etc. The Geography curriculum must thus be expanded or reviewed to reflect the present needs of both the students and government, and above all, bearing in mind that the cost of running Geography programme in the department should be affordable to enable students get relieved from constraints brought about by their inability to pay school fees regularly and on time.

Key Words: *Students performance in Geography, Cost of Programme, Investigation, Contingency table, Internal Examination, Variables, Cost.*

Introduction

Globally, the discipline of Geography has generally been understood as the domain of spatial science. Many geographers too, have accepted the fact that, geography as a discipline is the mother of the earth in view of its spatial context. Many institutions all over the world run programmes in Geography, in which a number of students have graduated with different categories of certificates and degrees. Among the various programmes of the Universities in Nigeria, geography is recognized as the most relevant field of study that treats the earth exhaustively.

Ofomata (2008), viewed geography from his philosophical thinking thus: *Geography is perhaps the oldest discipline and, indeed, it is called "the mother of the sciences", and no science can claim a longer genealogy than geography. Again, on all counts, Geography is a popular subject at both school and university levels.* Recognizing geography as the most important subject taught in secondary schools, Rahab (2010) observed that geography has a dualistic approach, the physical and human geographies, but however lamented that geography as a school subject has for some decades been facing very serious challenges in virtually every country of the world. According to her, performances of secondary school students for example, in national examinations have been a thing of concern because of the failure rate. Often than not, the author emphasizes that geography is regarded as *Mugun Ciwo*, which means 'terrible sickness' in Hausa language. The dichotomy in geographical studies seems to have influence preferences of the one aspect over the other, the author added. History has shown that some countries of the world, (e.g. Russia and Canada), had at one time or the other made compulsory, the study of Geography at school level. Gone were the days when people loosely take geography to mean mere search of faint knowledge, believing that it does nothing other than teaching. Many believe that outside the classroom, geographers are thought of as merely as a walking encyclopedia of knowledge about places and phenomena on the earth surface.

Geographers, as they are known today, have a great deal to contribute towards achieving society's desire for better living conditions through better management of human affairs, the environment and human resources. But what has been the limiting factor is the finance, to which both the students and institutions are victims. The cost of running the programme by both government and students thus varies from one institution to the other. Importantly, the teaching and learning of Geography should of course start from the known to the unknown, from the real/physical to the abstract, (Tonpagamo, 2010). Similarly, enrolments into the various programmes are dependent and determined by the pre-requisite qualifications of the candidates, as well as the requirements set by their respective institutions. In Kogi State University, Anyigba, the level at which students enroll into Geography programmes over the years is a demonstration of the contribution the discipline has for programme development and the benefiting students. In spite of its shortcomings, the main objective of Geography therefore, is to offer spatial knowledge of the earth, to study and analyze its structure and functional characteristics, with a view to informing the mind of the need to objectively and sustainably harness the varied environmental resources therein. Supporting this objective, Inobeme and Ayanwole (2010) stressed the need for the people to vigorously develop the educational infrastructure. The vision of the Kogi State University 'KSU'(2011), was to make the University a highly reputable institution genuinely committed to imparting knowledge, learning, scholarship and skills to all men and women in order to equip them to confront and control the challenges of the next centuries. To achieve this vision, its mission is

anchored on advancing appropriate and effective learning and to explore new frontiers of knowledge.

Studies by Rahab (2010), on "An evaluation of the performances of secondary school students in physical and human Geography: an case study of some selected secondary schools in Abuja, FCT" and Magaji and Aondoakaa (2010) on the "Influence of Infrastructural Materials on Students Performance in Geography in Kagarko Local Government, Kaduna State"; have shown that while some students of Geography perform excellently, some perform poorly; hence they are enrolled from different parental and psychological backgrounds. It has also been investigated that some of the students that performed poorly always point accusing fingers, saying that either the problem lies with the teachers or the students themselves. Some others have accused the government/university and the society as a whole for the failures in the system. Further studies have shown that, despite the laudable achievement by the department over the years, geography programmes in the department had seldom been plagued with perennial problems of examination malpractices. In order to curb this menace, a committee was long established in the department to check cases of examination malpractices. Similar committees have equally been set up at the faculty, senate and management levels, to handle cases on examination malpractices. In spite of these institutions, there exist variations in the performance of geography students at internal examinations. A large proportion of the students have severally complained on the upward review of school fees, explaining that the high cost at which the programme is been run negatively affect their performance at examinations. In other to exhaustively address this problem, some selected but relevant philosophical, statistical and methodological thoughts by scholars would be applied to explain these relationships.

The main objective of this study therefore was to examine the level of performance by Geography students at internal examinations in geography department with a view to analyzing the role of some socio-economic factors, other than cost, responsible for this performance levels. There are instances when the university authority had noticed the constant level of failures by students in their internal examinations, particularly in the department of Geography, Kogi State University, Anyigba. It has been established that the basic philosophy for the establishment of the University was to create a center of excellence, a place where students could come and learn from the wealth of knowledge by academics. But due to the exigencies of a multiple of factors, some failures have been recorded in the department, a situation whereby nearly a significant number of students within the range of about 20 to 40% fail in their internal examinations. In the nutshell, the percentage of failures however varies from year to year in the department. Implicatively, the increasing number of students' enrolment grows correspondingly with the cost of the programme. With the increasing level of poverty and the inability of parents to pay the school fees of their wards early, is a

worrisome development in the department in particular. This situation could be responsible for some students spending up to 6 – 8 years without graduation due to repeated failures. The implications of these situations on the students, parents, the department and the university community as a whole are enormous. This calls for a serious evaluation with a view to suggesting appropriate measures to encourage the continuous teaching and learning of geography in the department.

Methodology

The Study Area:

Kogi State University situates in Anyigba, the heartland of Kogi State, (Kogi State University, 'KSU' Anyigba, 2016). Anyigba, the seat of the University is strategically situated between latitudes 07^0 15′ and 07^0 29′ N, and between Longitudes 07^0 11′ and 07^0 32′ E. On the average, Anyigba is on the altitude of 420 meters above sea level. The total land area is about 62.5 km^2. The climate of Anyigba, based on Koppen's climatic classification, falls within the tropical wet and dry (Aw) climatic region. With a mean temperature of about 25^0 C, rainfall in the area is high during the wet season, with a total of about 1600mm, lasting for about seven months, (i.e. between April and October), Ocholi (2015). The dominant vegetation type in the area is the tropical savanna woodland, which houses mixtures of scattered tropical trees, shrubs, herbs and grasses. The soils are mainly of sedimentary origin, (Yusuf, 2005). They are mainly lateritic and with some patches of hydromorphic and rich loamy types. The area is surrounded by low hills, escarpments and sloppy surfaces.

Anyigba is bordered by many communities: Ajiolo and Dekina towns to the north, Egume to the south East, Ologba and Iyale to the north East and Agbeji to the West. The town also has linkages with smaller communities such Etiukpolo, Agala Ate and Agala Ogane, Agbenema, Abadigba and Ojikpadala – Egume. Using the annual growth rate of 2.5, Anyigba has a projected population of about 95,400.00 persons, (After Ifatimehin, and Ufuah, 2006). Kogi State University was established in 2000. The University commenced academic activities in April 2000, with the admission and registration of seven hundred and fifty one pioneer students, spread over six faculties, the social science (Geography) inclusive. The current population of the students was estimated to be over 10000 and an average of about 480 the population of the students of Geography. The choice of the study area therefore is guided not only by its significance as one of the greatest centers of learning in Anyigba, but also because of its multivarious role (education, commerce, culture, religion, administration and politics), in the economy of Kogi East.

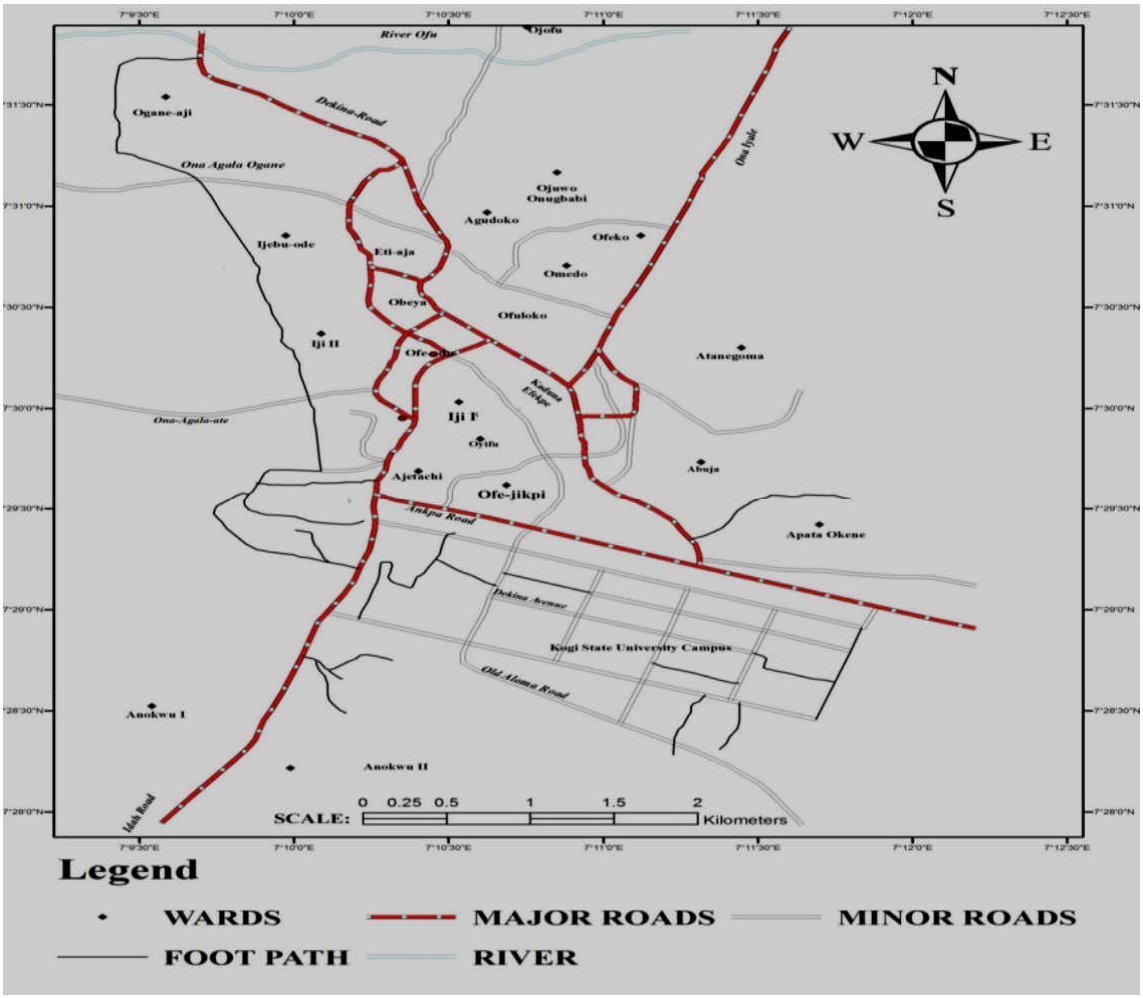

Figure 1: Anyigba, the Study Area.

Sources and Procedure of Data Generation

In this study, both empirical and theoretical methods of research were explored to generate field data for analysis. These involved random application of field techniques in the form of informal discussion, and data from published documents, Journals and classroom lecture materials respectively. Philosophical and methodological data were generated from both local and global views of prominent Geographers/Philosophers (Ogbonna David O. (2005 - 2008), Karl Marx (1818 – 1883), Lucien Febvre (1878 – 1956) and Ellen Semple (1863 – 1932), which offered relevant explanations on geographic study, influences of geographic curriculum to the development and performance of students in school geography course as well as the environment. In the analysis therefore, the data were subjected to selected philosophical and methodological explanations/analyses relevant to geographic study, and simple statistical tests. Applying the statistical model, a 5 – 4 cell tabulation was used to categorize the distribution of school fees paid by students at the four levels (i.e. 100 – 400) of education in the institution. The levels 1- 4 represent the normal 100 to 400 levels categories. At each level, 48 students each were randomly

sampled to secure information for analysis. The total responses for the four levels stand at 240. By this, we mean, the sample population at each levels were required to provide information on the range of fees they pay through personal contact. At each level, the annual records of the amount being paid during the period of study were taken from one level to the other.

The range of fees charged per students was calculated on the average, for a period of three consecutive years to arrive at the sample figures. These were obtained through personal communication with some sample population/students. The sample figure/populations were drawn at random at several intervals within the study period, from the department of Geography, dwelling on the fact that, with this type of model, sample data are drawn at random; hence the advantage is to eliminate systematic error and the independency of the sample population. The Chi – Squared statistics (Contingency test), a descriptive statistics, was found suitable and employed to conduct the test. The adoption of a contingency table was carried out to categorize both the dependent and independent variables in other to establish a relationship, the dependent and independent variables being the *students' level of performance* and *cost of programme* respectively. In applying the Chi-Squared test, Let the Ho be that: The level of performance by students of Geography is not dependent on cost of programme; and the Hi maintains that, it is dependent on cost of programme, at 95% level of confidence. The use of the Chi – Squared test statistics became paramount for the fact that it is simple in usage, very relevant to the present situation that uses data on nominal or ordinal scale.

Results and Discussion

The philosophical basis of Geography and Curriculum Development

This part of the work is credited to the works and contributions of some selected proponents of geographic thoughts. They include late Professor David Okoro Ogbonna (2005 - 2008), Karl Marx (1818 - 1883), a 19th century economist and Philosopher and founder of Marxist Geography, Ellen Semple (1863 - 1932), a student of Friedrick Ratzel, featured *determinism* of the Ratzelian school; and Lucien Febvre (1878 - 1956), first outlined the *possibilistic school of thought* in his *geographical introduction to History*, his writings were closely linked with those of Paul Vidal de la blache and Brunches in France, Isaiah Bowman and Carl Saul (among others) in the USA. Despite some avoidable odds domiciled in the department, Ogbonna's ever cherished *Apolitical* expression of life affairs and his *possibilistic* approach to environmental issues, particularly environmental resources development has since impacted our memories due to their positive impact. This understanding was further straightened by the methodological basis of geography in its emphasis on field approach to geographic study. This involves training in the field since the only true *geographic laboratory* is the world outside the classroom, (Madu, 2001). This basic

understanding of the focus of Geography was well established in the teaching of late Professor Ogbonna.

Santra (2010) shared similar view and said "there is almost a balanced relationship between human beings and the environment and that it has to be maintained". He remarked that, for a long time, human beings cherished the concept that they were the *masters of the environment*. This therefore means that the application of geographic knowledge was required to help solve some environmental problems: over population, waste generation, pollution of all types, ecological problems of erosion and floods, global warming and desert encroachment, e.t.c, (Ocholi, 2007). While on several committees' assignments, the late Professor preferentially accorded Geography the status of *mother of all sciences* dwelling on the philosophical basis of Geography as an environmental science. Importantly, the Kogi State University management has demonstrated these philosophical qualities in its programme structure. This was actualized by the introduction of two main courses: Geo. 107(Anyigba & its Regions 1 and Geo. 108 (Anyigba & its Regions 11) meant to avail students' understanding of the Geography of the immediate environment where the university was located. This initiative was part of the philosophy and objectives of the university thus:

> *We believe that in the present age we live in, every subject/discipline that is worth its salts must of necessity demonstrate its practical utility and relevance to societal needs or be phased out of existence. Geography's broad coverage of both the physical and cultural world of man places it in a vantage position to do just that. The department of geography in the University, is therefore, guided by the determination to teach, undertake the research and disseminate geographical information and methods directed towards solving the problems of Nigerians and world societies, especially in the areas of environmental resource management and socio-economic development (Kogi State University, 2012).*

Specifically, the Department of Geography's mission and objectives to which late Ogbonna paddled includes:

i. To train a crop of geography students and professionals who are equipped with suitable, analytical and technical skills required for tackling problems of spatial planning and environmental management.
ii. To advance the frontiers of knowledge in geography through teaching and research by employing the *state of the art* technology in the process
iii. To produce highly skilled manpower that can contribute to development at every level of society for the present and future needs of the country
iv. To demonstrate the relevance of geographic education and skills in the planning and management of global resources and environments

v. To be in a state of preparedness to render services to the community whenever called upon through geographic research (KSU; 2012)

The late Ogbonna taught several Geography courses at both the undergraduate and graduate levels, with relevant impact on students' performances in the University geography examinations. Relevant environmental issues covered in these courses include the philosophy and methods of Geography, theoretical approach in geographic study, population distribution and management, migration, Industry, the people and cultural development, political development and the study of regions. Others are economy, environmental health, spatial organization of society, geography of community development, Infrastructure development and communication, etc. Global issues such as climatic change, flood disaster, pollution, epidemics and rising crimes were also touched by him in his teaching. These issues and ideas were reflected in the work of Tifwa, and Davwar, (2010), on the impact of Kogi State University on Infrastructural Development in Anyigba, Kogi State which explains that "the establishment of a university enhances the development and growth of its host communities", thus:

> *A city without a university can lack social, economic and cultural resources. All universities play a big part in putting their host cities on the map, and cities on their turn can contribute to the appeal of their universities (Tifwa,and Davwar, 2010).*

Yakubu and Abdulkarim (2010) agreed with the fact that the Nigerian Geography curriculum is comprehensive, relevant and all embracing. In their quality assessment, they agreed that in most cases, teachers are good at dispensing and imparting geographic knowledge, they are able to teach students the meaning, type, uses, advantages and disadvantages of certain features.

The late Professor essentially dwelt on the philosophy of *Alexander Von Humboldt* to prepare the department for its first accreditation exercise by the National University Commission (NUC), in 2005 that offered it an excellent result. Humboldt was a 17th century classical geographer who was well known for his vast philosophical thinking that gave Geography its universal excellence. Prior to these considerations by Humboldt, two fundamental innovations began to shake the world of scholarship in the 16th century during the classical period. These innovations reached their full proportions in the second half of the 19th century. The first was a challenge of concepts, derived from a literal reading of the scriptures, and the battle to establish "academic freedom" began (Ofomata, 2008). According to the author, the battle started with Leonardo da Vinci and Copernicus in the 16th century, and reached full fury, brought about by the traditional shattering concepts developed by Charles Darwin in his "origin of species" that was published in 1859. The second began in the 17th century and its development was widely spread in the second half of the 19th century.

These periods witnessed the separation of the academic world into distinct fields or disciplines, each devoted to the study of specific group of related processes, and each regulated by its own paradigm, (a popular term frequently used by the late professor) based on its own theoretical structure. Because of his believe, also in positivism, mutualism and possibilism, his thoughts on the Geography of the environment at Kogi State University was likened to the ideas of Marxist Geographers; the school of thought which attempted to explain the world and also to change it (Susan, 1997). Marxism sees human beings gradually transforming themselves from stage to stage until they reach social perfection, the transformation is focused as an avenue by which societies and the people should be operating.

Karl Marx (1818 - 1883), founded Marxist Geography and remarked that geography is a part of scientific knowledge devoted to the study of two fundamental relations of human life, (Gregory, et al, 2009). Marxist geography is focused on the analysis of the geographical conditions, processes and outcomes of socio-economic systems, primarily capitalism, using the tools of Marxist theory. Marxism first became an important theoretical influence in geography in late 1960s and early 1970s. According to them, geographers of that period were not satisfied about the dominant vision of geography of that time, which was technocratic, positivist spatial science. Geographers were said to have found out that Geography had a focus only limited to spatial patterns, and that it did not take into account the social processes which produced the inequalities in those patterns. The theory of Marx formed a foundation for a critical Geography, they maintained. Relatively, its aim was to understand and to tackle the production of unequal geographies. Gregory, et al, (2009) emphasized that during the 1970s and 1980s, Marxist approaches were the dominant ones in critical human Geography. Marxism also contributed to the development of geographical theories of the global capitalist economy. For example, the development aid of western countries to African countries nowadays could be seen in a Marxist way. A domiciled example could be seen from the National Economic Empowerment and Development Strategies 'NEEDS' and the Tertiary Education Trust Fund 'TETFUND' sponsors of academic programmes in the department.

This excerpt is paramountly a reflection of Ellen Semple's deterministic interpretation of environmentalism in geography, a synthesis of philosophical issues on man and his environment. He was a student of Freidrick Ratzel, who published his book in 1911, giving it as an example of the deterministic view of the Ratzelian School. As earlier remarked, Semple,s book retained his deterministic mode of thought and every chapter of his book contains examples of deterministic interpretation. This assertion was reflected in the writings of Ofomata (2008) and credited to the works of Ellen Semple (1863 – 1932), that:

> *"Man is the product of the earth's surface. This means not only merely that he is a child of the earth, dust of her dust, but that the earth has mothered*

> *him, fed him, set him tasks, directed his thought, confronted him with difficulties that have strengthened his body and sharpened his wits, given him his problems of navigation and irrigation, and at the same time whispered hints for their solution…"*

A closer examinations of the work of man on earth, he says, reveals many facts for which environmental forces alone can give no satisfactory explanation. Relatively, cost of programme alone may not really be the determinant of student level of performance in geography examination, but other factors could as well play a role. Among other things, it became clear that similar environments do not always evoke the same response, Ofomata, (2008).

Lucien Febvre (1878 - 1956), first outlined the Possibilistic School of thought, well expressed in his Geographical *Introduction to History*. Lucien agrees that without denying the limit every environment sets to man's ambition, the possibilists emphasize the scope of man's action rather than those limits. According to Ofomata, (2008), Man has a number of possible alternatives to choose from and, as Febvre puts it, "there are no necessities, but everything possibilities, and man as a master of these possibilities, is the judge of their use". The views of Tatham (1967) and Griffith Taylor (1880 - 1963) widely came on possibilities. Specifically, Griffith, who became a vehement and eloquent spokesman for the concept of what the researcher called 'stop – and – go determinism'. It may be, he said, that the well endowed parts of the world offer a number of different possibilities for making a living. The issue of choice as what to do, want, express, say, decide, act, etc has been deduced from his theory and can be put into productive use, by both the student and or the teacher. This explanation was further clarified by Tatham who argued that what Grifith Tailor has termed 'stop-and-go determinism' is in fact nothing more than pragmatic possibilism. Deducing from this expression, it is possible for students to explore a number of opportunities to improve on their education without necessarily considering *cost* as a limiting factor.

Practical Applicability of these Philosophical Thoughts

Geography has the environment as its domain and therefore all Geography programmes in Kogi State university are not only meant to graduate students, but to bring to reality the practical workings of Geography as a field course to better the life of the students beyond the classroom level. The realization of this goal would enable students of Geography to approach their programmes with multivariate interests. In order to actualize this vision, students need to study, pass and graduate, in order to contribute their knowledge to the course of the development of the society. For example, the ideas and workings of Ellen Semple's thought, has translated and was

embedded in the vision of Kogi State government that "our togetherness has no doubt yielded for us a lot of dividends in terms of better mutual understanding and interrelationships", (Kogi State Government 'KGSG' 2012). The government believed that, given credence to our enormous human and natural resources, our present socio-economic situation could have been much better. But the constraint brought about by numerous environmental variants: the ecology, climate and the socio-cultural exigencies of the state has yet retarded the full development of the resources of the state.

However, some levels of progress have been reached in the last two decades in the study area. As spelt out by the Kogi State Government in its special publication tagged "celebrating 21 years of governance in Kogi State, the confluence of resources", the development initiatives carried out by government within this period include provision of amenities such as electricity to towns and villages, new road networks and water schemes, tertiary education and industries (e.g. social media and communication facilities), the reduction of poverty and unemployment programmes. The government equally reaffirmed its commitment to improving existing status of its infrastructures; universities, research institutions, roads and electricity inclusive, which have decayed and are grossly inadequate. It however regretted that, it is certainly an irony that whereas, the wherewithal for us to be great is available, yet this greatness has clouded us for so long and it is the concern of all of us.

Discussion of Results with Statistical Models

In this part of the work, the results of the field survey have been presented in the following table. The Contingency table below has been used to show the distribution of the performance level of students of Geography against cost of Programme per year, covering 100, 200, 300 and 400 levels in a 5 x 4 cells.

Table 1: Contingency testing of Performance level of Geography Students against Cost

S/N		Performance Level				
	Cost/Finance estimate(Yr)	100	200	300	400	Total
1	50 – 80	4	8	16	20	48
2	60 - 90	10	12	12	14	48
3	70 - 100	22	10	8	8	48
4	80 - 110	14	14	12	8	48
5	90 - 120	18	20	6	4	48
6	Total	68	64	54	54	240/240

7	Mean	13.6	12.8	10.8	10.8

In the 5 x 4 (20 cells) table 1 above, we categorized the annual school fees based on the level of education by students in Geography classes. Based on the hypotheses, the expected values/frequencies in proportions are worked out as follows, bearing in mind that:

$$X^2 = \frac{\sum(O - E)^2}{E}$$

The Chi- Square test has a power efficiency of 96%, thus making it suitable to test this hypothesis

$$E = \frac{\text{roll total X column total}}{\text{Grand total}}$$

Column 1 = $\frac{48 \times 68}{240} = 13.6$

Column 2 = $\frac{48 \times 64}{240} = 12.8$

Column 3 = $\frac{48 \times 54}{240} = 10.8$

Column 4 = $\frac{48 \times 54}{240} = 10.8$

Adopting the SPSS model, the Chi-Square Tests produces the following results.

		Performance level				Total
		100	200	300	400	
Cost/finance	50-80	4(8.3%)	8(16.7%)	16(33.3%)	20(41.7%)	48(100%)
estimate	60-90	10(20.8%)	12(25.0%)	12(25.0%)	14(29.2%)	48(100%)
(yr)	70-100	22(45.8%)	10(20.8%)	8(16.7%)	8(16.7%)	48(100%)
	80-110	14(29.2%)	14(29.2%)	12(25.0%)	8(16.7%)	48(100%)
	90-120	18(37.5%)	20(41.7%)	6(12.5%)	4(8.3%)	48(100%)
	Total	68(28.3%)	64(26.7%)	54(22.5%)	54(22.5%)	240(100%)

X^2= 42.624; df =12; p-value 0.000

The p-value is 0.000 which is less than the significant level of 0.05 ($p<0.05$). Therefore, H_0 is rejected.

Or

Table 3: Assymetry of chi square analysis of the relationship between cost of programme and student's performance in internal Geography examination

		Performance level				Total
		100	200	300	400	
Cost/finance estimate (yr)	50-80	4	8	16	20	48
	60-90	10	12	12	14	48
	70-100	22	10	8	8	48
	80-110	14	14	12	8	48
	90-120	18	20	6	4	48
	Total	68	64	54	54	240

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	42.624[a]	12	.000
Likelihood Ratio	41.126	12	.000
Linear-by-Linear Association	27.086	1	.000
N of Valid Cases	240		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.80.

The result of the statistical test/calculation above shows that, hence the calculated value of 42.36 is greater than the table or p-value of 12, Ho is thus rejected. The alternative hypothesis is hereby accepted; this explains that the performance by students of Geography in internal examinations in Geography is majorly influenced by *cost of programme* which have varied and continuously been increased over the years, with the minimum fees been #50,000 and the maximum #120,000 respectively. Other variables such as interest, learning environment, frequent strike actions by lecturers, constraints or peer group influences, governmental factors and political atmosphere, etc, were not given major consideration in line with the objectives of this work.

Conclusion and Suggestions

In this study, it was concluded that the study of Geography requires careful planning and implementation. Intensive empirical and theoretical survey of selected, but relevant philosophical and methodological thoughts were carried out and provided the basis upon which and why the study of Geography must be taken seriously, bearing in mind that the environment in which the course is taught must be favorable and accessible. This match towards excellent and sustainable Geography education is supported by prominent philosophical and methodological thoughts. They include Ogbonna, D.O; Karl Marx, Lucien Febvre, Ellen Semple, Friedrick Ratzel and Paul Vidal de la Blache. Others are Griffith Tailor, Ofomata, G.E.K; Isaiah Bowman, Brunches and Carl Sauer. In this study too, the idea of environmentalism within the sphere of geographic knowledge was traced

by Strabo, Hippocrates, Tatham, Bodin, Humboldt, Ritter, Haeckel and Buckle, Demolins and Frederic play.

These scholars closely examined the works of people on earth and believed on the fact that environmental forces, such as climate and geomorphologic forces alone cannot give satisfactory explanation on their products. Based on the objectives of this work, these other factors that could play a role in determining students' performance in internal Geography examinations were not subjected to analysis, hence they did not play significant roles. Essentially, prominent writers who traced the idea of environmentalism within the sphere of geographic knowledge include Strabo, Hippocrates, Tatham, Bodin, Humboldt and Carl Riter. Others are Haeckel, Buckle, Demolins and Frederic Play. Relatively, these scholars have identified some priority areas, ancillary to geographic education, where actions needed to be taken for sustainable geographic education: environmental education, population stabilization, natural resources management, strategic environmental pollution monitoring and control, human settlement and safety (health and welfare), environmental ethics and regulation. These thoughts provided the platform upon which the Geographic environment should be maintained, to be able to produce a crop of successful graduates at affordable costs. Beyond certification, students of Geography in the University should be made to understand that study of Geography should go beyond the classroom, to the physical environment where geography can be practically applied. While we suggest that the Geography curriculum should be expanded or reviewed to reflect the present needs of both the students and government, the university management should also bear in mind that the cost of running Geography programme in the department should be made affordable to reduce the pains suffered by students offering geography and to enable them concentrate on their studies. Similarly, such measures could make Geography and interesting course of study in the University.

The result of the descriptive statistics carried out has produced a significant result and thus has justified cost as the major determining factor in the performance by students of Geography in internal Geography examination. Efforts must thus put in place by government and stakeholders in education and the department of Geography in particular, in ensuring affordable cost of running Geography programme, especially when we consider the poverty level of the parents as well as the low income potentials of the working class sponsors. These measures can only be successful, producing the desired results if the relevant instruments are put in place to encourage the teaching and learning of Geography. Similarly, Government should make the teaching and learning of Geography interesting by making instructional materials available to Geography classes in order to reduce the burden on parents who are already paying the school fees of their wards. More importantly, study grants in form of bursaries, scholarship, grants and awards should always be given to students of Geography to encourage them develop interest in learning Geography. More

opportunities for graduates of Geography should also be granted, in terms of job acquisition, contracts and projects, to encourage others or more students to enroll into studies in Geography.

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