

**INFLUENCE OF MOTORCYCLE (BODABODA) BUSINESS  
ON PUPILS' DROP-OUT IN PUBLIC PRIMARY SCHOOLS  
IN RANGWE SUB COUNTY, HOMA-BAY COUNTY,  
KENYA**

**Keino Kipkoech Joseph**

**A Research project submitted in partial fulfillment for the requirements of  
the award of the degree of Masters of Education in Sociology of Education**

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**DECLARATION**

This project is my original work and has not been submitted for a degree award in any other University.

Signature ..... Date .....

**Keino Kipkoech Joseph**

**E56/83345/2015**

This project has been submitted for examination with our approval as university supervisors.

Signature..... Date.....

**Prof. Lewis M. Ngesu**

**Associate Professor**

**Department of Educational Foundations**

**University of Nairobi**

Signature..... Date.....

**Dr. Christine Kahigi**

**Lecturer**

**Department of Educational Foundations**

**University of Nairobi**

## **DEDICATION**

I dedicate this research work to my wife Millicent Awino and our children;

Adrian Blessing, Dunford John, Mary Risper and Suzzanne Stephanie

## **ACKNOWLEDGEMENT**

I am greatly indebted to many people and would like to express my deep appreciation to them for their contributions to the success of this work. I am very grateful to my project supervisors; Prof. Lewis M. Ngesu and Dr. Christine Kahigi for their continued encouragement and invaluable academic support and guidance up to the completion of this project. All the lecturers and other staff in the Department of Educational Foundations, with no reservations whatsoever I say thank you. I greatly appreciate my family members; my wife Millicent Awino and our children; Adrian Blessing, Dunford John, Mary Risper and Suzzanne Stephanie who encouraged and morally supported me throughout the period of this study. I appreciate, my mother Risper Odera and my siblings for their continued support throughout my education, as well as any other persons who I may have failed to mention and who in diverse ways supported me during the course of this study, I recognize your help and I say thank you so much. Lastly, I thank God the almighty for keeping my life throughout the course of study. Thank you all thank you one.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CSO</b>	Curriculum Support Officer.
<b>FAO</b>	Food and Agriculture Organization
<b>FAWE</b>	Forum for African Women Educationist.
<b>FPE</b>	Free Primary Education.
<b>GOK</b>	Government of Kenya.
<b>ILO</b>	International Labor Organization.
<b>KCPE</b>	Kenya Certificate of Primary Education.
<b>KNBS</b>	Kenya National Bureau of Statistics.
<b>MOE</b>	Ministry of Education.
<b>MOEST</b>	Ministry of Education, Science and Technology.
<b>NACOSTI</b>	National Commission for Science, Technology and Innovations.
<b>OECD</b>	Organization for Economic Cooperation and Development.
<b>PTA</b>	Parents-Teachers Association.
<b>SPSS</b>	Statistical Package for Social Sciences.
<b>UK</b>	United Kingdom.
<b>UNESCO</b>	United Nation Educational, Scientific and Cultural Organization.
<b>UNICEF</b>	United Nations Children’s Education Fund.
<b>USA</b>	United States of America.

## ABSTRACT

In Kenya, high rate of unemployment among youths have constituted them to engage in Bodaboda business as a result leading to school drop out. The main focus of the study was to investigate the influence of motorcycle (bodaboda) business on pupils' dropout rates in primary education in Rangwe Sub County in Homa Bay County. The study was guided by the research objectives; to find out whether gender related issues influence school drop out in Rangwe sub-county in Homa Bay County, to assess the extent to which mode of transport (Bodaboda) influence pupils drop out in Rangwe Sub – County in Homa Bay County, to evaluate how the location of a school influence school drop out in Rangwe Sub County in Homa Bay County and to investigate the influence of socio- economic factors (parents' level of education, level of income and peer pressure) on school drop out in public primary schools in Rangwe sub – county in Homa Bay County. The study was based on Tinto's Model of student retention. The research adopted descriptive survey design with a target population comprising of 120 public primary schools, 120 head teachers, 428 teachers' and 8277 class six, seven and eight pupils' as well as an approximate of 600 boda boda operators. Stratified random sampling was used to arrive at schools to participate in the study by dividing the target population of schools into six strata on the basis of the six zones in Rangwe Sub County. Census sampling approach was used to sample head teachers in the sampled schools, while random sampling was used to sample teachers and pupils from the selected schools. Therefore, the total sample of the study comprised of 12 head teachers, 43 teachers' 828 pupils and 60 boda boda operators. The researcher used questionnaires and interview schedules to collect quantitative and qualitative data. Validity was also established during piloting while the reliability was also tested using test-retest technique to get a coefficient correlation of 0.84. Descriptive statistics were used to analyze qualitative and quantitative data. The study established that gender related issues had a significant effect on pupils' dropout rates in primary schools. The study further established that the use of motorcycle transport was a determinant on pupils' dropout rates furthermore, in primary education. Further, the study established that most parents were unable to raise adequate funds to pay school levies for their children. Moreover, the distance from home to school, mode of transport, lack of money and insecurity influenced pupils' dropout rates in primary schools. The study recommends among others that the school administration and other stakeholders should come up with programs and forums to enlighten parents on the importance and challenges of pupils' education. A study should be carried out to find out the possible policies that can be put in place to improve the completion rates of pupils in primary schools in Kenya.

## **CHAPTER ONE**

### **INTRODUCTION**

The chapter focuses on background to the study, statement of the problem, purpose of the study, objectives on the study, research questions, significance of the study, limitations of the study, delimitations of the study and operational definitions of terms

#### **1.1. Background to the study**

Transportation of people and goods on land has been greatly improved all over the world of late with invention of a variety form of transport. These includes vehicles, bicycles, tricycles, and motorcycles (Adogu, 2006). Motorcycles have become a popular choice of many basic modes of transport (Lombard & Ninot, 2010). According to Kumar (2011), there is a shift in public mode of transport particularly in the developing countries, the converse is the case of developing countries, shifting to individualistic means of transport.

Globally, there is widespread use of motorcycle as a means of public transport, particularly in East Africa whereby they are referred to as motorcycle taxi (Amadi, 2013). In Indonesia the motorcycles are referred to as Ojek. Motorcycles are also used as a means of transport in United Kingdom, France, and United State of America, China and Vietnam. Motorcycle taxis yield numerous benefits to individuals as well as to the economy (Tech Sci 2016). Motorcycle taxi industry is expected to grow by over 50% in five years globally (World Bank, 2017). The rise in traffic accounts partly for the rise of motorcycles around the world.

A study done in Venezuela by a travel company in Amsterdam revealed that motorcycle taxis does not only contribute to economic mobility but physical mobility as well (Buser, Noemi, & Wolter, 2017). This ensures income earning as well as livelihood for the riders. A motorcyclist in Indonesia shared that he earned 10 times more from the motorcycle taxi than the construction job he did before (Kurdaningsih, Sudargo, & Lusmilasari, 2017). In countries like Thailand, motorcyclists have better income than most of the other informal sector. Thus, attracting a high population of youths especially school dropouts. The trend of motorcycle taxis has been boosted by technology apps especially for motorcycles for hire (Phun, Masui, & Yai, 2018).

Motorcyclists using the app has enabled completion of trips exceeding 50% this has enabled increased earnings (Phun, Masui, & Yai, 2018). In Indonesia, a report from Statistical Agency shows that the unemployment rate dropped from 6.18 percent to 5.61 percent in 2016 due to the increase of motorcycle taxis and the app-based aided hailing. The increasing number of bodaboda poses a threat to the learning location whereby pupils opt to drop out from school to pursue instant income.

Poor management of the bodaboda industry has led to numerous loopholes on identifying of genuine riders and not following transport laws like hiring of child-riders, untrained operators and lack of protective gear. Thus, there is need for transportation authorities to regulate this sector especially due to its diar need in their semi-urban areas that are characterised by inadequate technical

and financial capability (Khisty, 1993). One of the strategies employed to curb this need is privatisation of the public transport system that will enable operators have no compunction about adopting profit-making strategies or corporate practices that make essential services unaffordable or unavailable to large segments of the population. Thus, through privatisation the government is not able to control individual operators who take advantage of regulatory and institutional gaps (Kisaalita & Sentongo, Kibalama, 2007). Private transport operators in South and Central America, for example, app regulated motorcycle taxis, courier services and minibuses to buttress transportation gaps (Kumar, 2011). Numerous studies on this phenomenon has been carried out in United States of America in the light of enabling understanding its origin. This kind of transportation is sporadic to Latin America (Schipper, 2009).

In the past twenty years, motorcycle taxis have been witnessed in many developing countries particularly in the urban areas, and currently is the dominant transport mode (Al-Hasan, Momoh & Eboreime, 2015). This fact has necessitated a wide avenue for research given the fact that it has an impact in economic growth as well as detrimental impact to the location and education development (Cervero, 2007). The use of motorcycles has existed for a long-time in Nigeria especially by the private individuals. However, motorcycles have not been used for private purposes only; it has also been used for transportation of goods (Oladipo, 2012). “Okada” can be traced back in 1970s in town known as Calabar in Nigeria; it was used to cross River State. “Okada”

was a name used to refer to an airline company in Nigeria that was not popular because it was uncomfortable. This discomfort is linked with the motorcycle transportation (Cohen & Dannhaeuser, 2012).

In East Africa, Kenya and Uganda developed the Bodaboda in 1960s. As they are part of African bicycle. It originated on the Kenya – Uganda border to other regions. It was used to transport people and goods across the “no-man’s-land”. The bicycle owners would shout out Bodaboda while crossing town of Bussia (Uganda) and town of Malava (Kenya). Kisaalita Sentongo - Kibalama (2007). The name Motorcycle also took the name Bodaboda.

In Uganda’s capital city, motorcycle (Pikipiki) are second in command after agriculture as far as how employment demographics is concerned. In countries like Kenya, motorcycle (Bodaboda) fetches an estimated Ksh 400 million per day, according to data from the motorcycle assembly Association of Kenya, making them an important player in the country’s overall economy (Kenya Business Guide, 2016).

The motorcycle *Boda-boda* business upsurge is a recent Kenyan phenomenon. In the rural and urban areas, *Boda-boda* provide taxi services. *Boda-boda* is also used in transportation of goods in small scale level for businesses as well as for households. *Boda-boda* is normally preferred because of its flexibility in mobility and the fact that it can be used on poor roads, it is also preferred because it is cost effective. The preference of *Boda-boda* is motivated by the fact that Kenyan government waived taxation on the



importation of motorbikes in 2008. The tax waiver was geared at boosting job creation among the youth (KNBS, 2010).

The motorcycle has benefitted the rural folk due to poor road network. The people in rural areas have come to utilize the bodaboda starting with the adults up to the school going children as schools are few and widespread which has led to pupils travelling long distances. Ananga (2011) argues that primary school children's education is invaluable as it contributes to economic growth; sustainability of development, education for posterity and social development.

In Rangwe Sub County, Motorcycle Boda-boda constitute the main means of public transport for all passengers as they carry up to four passengers at a time from one place to another on a daily basis. Currently, transportation of pupils to and from school is done using the *Boda-boda*. Due to the rise of pupils attending schools, motorcycles have significant contribution not only on pupils but also to patients who need to see a doctor in case of emergency (Nandwoli, 2014). While boys are likely to drop out of school to become bodaboda riders, bodaboda business has been linked to teenage pregnancies.

Motorcycle business has contributed a lot both economically and as a mode of transport for school going children. It has also negatively impacted pupils as it has led to school dropout due to interactions between the pupils and bodaboda operators. Poverty and lucrative income-based factors have increased primary school dropout rate in Kenya. A survey done by the Ministry of Education has revealed that most young boys in informal business popularly known as bodaboda (motorcycle business) are school drop outs leading to a decline in the

number of the male in schools. According to M.O.E basic statistics shows that the enrolment of boys is less than that of girls in primary schools.

In Rangwe Sub County, motorcycle Boda-boda business has increased as more motorcycles are bought each year, which eventually lead to the business seeking more operators to sustain the influx of the money minting machines. This has consequently led to early pregnancies among school going children, early marriages, school dropouts and youngsters operating the motorcycle Boda - boda. The researcher chose Rangwe Sub – County for the study since it has experience cases of school dropout as a result of Boda – Boda Business. The study therefore sought to examine the influence of motorcycle taxi business on primary schools dropout in public primary schools in Rangwe Sub County, Homa-Bay County.

## **1.2. Statement of the problem**

School going children are vulnerable due to various life constraints attributed to poverty. Going to and from school expose them to various dangers, they use “Boda - boda” as their means of transport. About 50% of pupils use Boda – boda as a means of transport. The Government of Kenya has put considerable efforts towards pupils’ retention and completion rates in primary education through Free Primary Education. It has also enhanced participation through 100% transition from primary to secondary as well as implemented subsidy fees in public secondary schools to reduce dropout rates. However, despite these efforts by the Government of Kenya, increased reported cases of pupils dropping out of primary schools are on the increase. The need for quick money, freedom and

poverty has compelled some primary school pupils to dropout from schools to venture into bodaboda business. The massive entry of young people into the motorcycle business due to access for quick money has in the recent past impacted negatively on school going children. The temptation of making quick money and self-employment away from the school life has motivated some primary school pupils especially boys in upper primary level to dropout of school. These boys take advantage of the young girls going to school for sexual exploitation in exchange for free rides. This has resulted into teenage pregnancy among other vices. It is against this background that the study was carried out to evaluate the influence of motorcycle business on pupils' dropout rates in primary education.

### **1.3. Purpose of the study**

The purpose of this study was to investigate the influence of motorcycle (Boda – boda) business on pupils' dropout in public primary schools in Rangwe Sub-County in Homa-Bay County.

### **1.4. Objectives of the study**

The specific objectives of this study were:

- i) To find out whether gender related issues influence school dropout in Rangwe Sub-County in Homa-Bay County.
- ii) To assess the extent to which mode of transport (motorcycle) influence pupils' drop out in public primary school in Rangwe Sub-County in Homa-Bay County.
- iii) To evaluate how the location of the school influence the school dropout in public primary schools in Rangwe Sub-County in Homa-Bay County.

- iv) To investigate the influence of socio-economic factors (parents' level of education, level of income and peer pressure) on school dropout in public primary schools in Rangwe Sub-County in Homa-Bay County.

### **1.5. Research questions**

- i) To what extent does gender related factors influence school dropout in public primary schools in Rangwe Sub-County in Homa-Bay County?
- ii) In what ways does mode of transport (motorcycle) influence school dropout in public primary schools in Rangwe Sub-County in Homa-Bay County?
- iii) How does location of the school influence school dropout in public primary schools in Rangwe Sub-County in Homa-Bay County?
- iv) What are the effects of family socio-economic factors (parents' level of education, income and peer pressure) on school dropout in public primary schools in Rangwe Sub-County in Homa-Bay County?

### **1.6. Significance of the study**

The research findings from the study may lead to development of management tools and instruments through the provision of information to the schools' stakeholders to improve on already existing intervention to prevent the motorcycle (Boda boda) School based dropout portent.

This information gleaned may be useful to education planners and other stakeholders in designing customized, most effective and efficient strategic intervention schedules to the motorcycle taxi-based dropout problem. The resultant expectation may make the study be able to aid in the identification of specific campaigns and strategies by the education officials to address the

situations as they arise. Retention of pupils in school being the overall objective of the educational institutions would have a reference point in the research findings to develop their education management plans. Finally, this research study would form basis for further research.

### **1.7. Limitations of the study**

According to Price and Murnan (2004) define limitations as the characteristics of design or methodology that constraints generalizability of the results. The researcher dealt with the sensitive issues and assured the respondents that their confidentiality would be retained at all levels of the study and as a result names of schools and respondents were not mentioned anywhere in the questionnaire or in the final report. The researcher allocated extra time and arranged extra visits for areas with sampling errors to reduce failure rates which further ensured that the errors did not influence the findings negatively. Some of the Boda boda riders could not communicate and read English because of low educational level, therefore, the researcher had to interpret and guide them to enable them understand the questions.

### **1.8. Delimitations of the study**

This study was confined to public primary schools in Rangwe Sub-County in Homa-Bay County. The study focused on public primary schools since all of them in the sub County have similar set ups and are guided by similar policies from the Ministry of Education, Kenya

### **1.9. Operational definition of terms**

**Access to Education:** The opportunity offered for all children in order to have equal education regardless of their social class, gender, ethnicity or disabilities.

**Age:** The number of years a teacher has lived since he/she was born.

**Child dropout rates in primary schools:** Any person under the age of 18 years and who is pursuing primary school education.

**Dropout:** Early withdrawal of pupils from school without completing the required primary school years and the concerned pupils do not enroll back to school again

**Education:** The process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits from one generation to another.

**Enrolment:** Participation and attainment in public primary schools.

**Free Primary Education:** Primary school education funded by the tax payer.

**Gender:** The socially constructed rather than biologically defined, sex roles and attitudes of males and females.

**Gender disparity:** Having equality in terms of gender in issues related to participation in education programs. The differences in boys and girls access to education resources, status and well-being.

**Motorcycle taxi:** A two-wheeled vehicle powered by an engine. Its engines range from 50cc (cubic centimeters) to 650cc. The two-wheel motorcycles that para-transit vehicles that operate informally with variable routes and schedules.

**Rate of completion:** The number of pupils who enrolled at the initial from standard one is not the same at the end of the primary education.

**Retention:** The ability to keep learners within the school until completion.

**School Location:** The physical and aesthetic surroundings and the psychosocial climate that provides conduciveness for learning of pupils to take place.

**Socio-economic issues:** Factors that have influence on an individual economic activity including lack of education. This sometimes leads to group hierarchy defined by their social structures which depends on variables which include education among others.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Introduction

The chapter focuses on gender related factors, socio-economic factors, school location and mode of transport and how these factors influence school dropout.

#### 2.2. Overview of related literature

Over the past decade, there has been a significant growth in the use of motorcycles as a commercial public transport mode. Though, commercial motorcycle service growth has also led to an increase in road accidents, traffic management problems, pervasive noise and increases in local air pollution and greenhouse gas emissions, it offers transport advantages in the form of easy maneuverability, ability to travel on poor roads, and demand responsiveness. Oyedepo, Fadugba and Odesanya (2016) further affirmed that “the collapse of public intra-city transport system paved way for the rise of motorcycles as means of public transportation in most towns and cities”.

In the USA, registration of motorcycles increased by 51% between 2000 and 2005. This was mainly attributed to increasing fuel prices and urban congestion O'Hara (2003). In Latin America, to the exception of the “*Motoconchos*” of Dominican Republic which developed in the 1980s, motorbike taxis have been timid to see the day. This is the case in Caracas where it appeared in the mid-1990s, at Lima in Peru and in other small towns such as Sincelejo in Colombia (Tejada-Bailly, 1981).

In numerous cultures, motorbike are the primary means of motorized transport. According to the Taiwanese government, for example, "the number of automobiles per ten thousand population is around 2,500 and the number of motorbikes is about 5,000." In places such as Vietnam, motorbike use is extremely high due to lack of public transport and low-income levels that put automobiles out of reach for many (Adogu, 2006). In Vietnam, motorized traffic consists of mostly motorbikes. The four largest motorbike markets in the world are all in Asia: China, India, Indonesia, and Vietnam. The motorbike is also popular in Brazil's frontier towns. Amid the global economic downturn of 2008, the motorbike market grew by 6.5%. Recent years have seen an increase in the popularity of motorbikes elsewhere (Nagata, 2011).

In Sub Saharan Africa, the ancestor of the motorbike taxi is the "bicycle-taxi" used in the transport of goods and men in rural areas since the colonial era. In Benin, transport by road Akassa was done by bicycle known as "*kèkèkannan*". The passenger transport known as "*taxi kannan*" came later on to complete this activity (Tossou, 1993).

In West and Central Africa, the motorbike taxis were introduced in Niger, Nigeria and Cameroon in the 1980s. In countries such as Benin, it's as a result of evolution in the bicycle-taxi (Agossou, 2004) In Nigeria, the name "Okada", also: "*achaba*", "*inaga*" refers to commercial motorbikes (Ogunrinola, 2011). The name is borrowed from the then popular Airline in Nigeria, the Okada Air. This was a local airline that was not popular for its comfort but remained the most used local airline in the country. In



an ironic metaphor the first group of motorbike transporters was then given this name “Okada”. Because of the comic irony of this name being used for a cyclist and for the popularity of the airline, the name “*okada*” for the commercial motorcyclist was never to be forgotten and eventually became as popular as it is now. It is one of the chief modes of transport in Nigeria and, by far, the most common form of informal transport system in that country (Agossou, 2004).

Currently motorcycle popularly referred to as “Okada” has become generally accepted as means of commercial transportation, also as possibly the best form of flexible public transportation system in Nigeria (Ebonugwo, 2009). People in Ogbomoso Agricultural Zone of Oyo State were not an exception among the citizen that now preferred “okada” as means of transportation. The rise in the use of “okada” for public transportation in Nigeria pointing out that the decrease in the supply of new vehicles of all types since the 1970s contributed to the emergence of motorcycles “Okada” for commercial transportation (Oyesiku, 2002) cited in (Oladipo, 2012).

This mode of public transport satisfies more and more the population’s needs in terms of public transport in Africa and Cameroon in particular, whilst raising critics from its users, other transport operators and government authorities. It can also be seen as a “Response from below” to the prevailing transport crises. This situation can better still be termed “development from below”. Development being a fact in all societies (Mbonji: 1988).

In East Africa, Kenya and Uganda have recently realized the growth of *boda-boda* taxis as a fast and cheap mode of transport. The (*boda-boda*) taxis are part of the African bicycle culture; they started in the 1960s and 1970s and are still spreading from their origin on the Kenyan - Ugandan border to other regions. The name originated from a need to transport people across the "no-mans-land" between the border posts without the paperwork involved when using motor vehicles crossing the international border. This started in Southern border crossing town of Busia along Kenya-Uganda boarder, where there is over two kilometers between the gates and quickly spread to the northern border town of Malaba, Kenya (Kisaalita & Sentongo-Kibalama, 2007).

In Bussia along Kenya – Uganda Border and along border town of Malava (Kenya), the bicycle owners would shout out '*boda-boda*' (border-to-border) to potential customers (Saeed, & Adom, & Bediako, 2016). In Kenya and Uganda, the bicycles are more and more replaced by motorbikes. Howe & Mander (2004) points out that the motorbike taxis have taken the name '*boda-boda*' as well, though in much of Uganda, the Swahili term for motorbike, (*piki-piki*), is used to describe motorbike (*boda-bodas*). Therefore the Boda –boda name originated as a result of bicycle owners who would use it to alert the potential customers.

### **2.3 Gender related factors on school drop-out.**

In most developed countries, girls outperform boys in primary school through college (OECD, 2012). Notably, the reversal of the gender gap took place at the same period across countries. Around 1970s, the high school completion rate and college attendance was higher for boys, while

today it is in favor of girls. What is behind this is not well understood, but a recent wave of papers suggest that both family background and non-cognitive skills are important for explaining gender differences in school choices and school performance (Heckman *et al.*, 2013; Bertrand & Pan, 2013; Buser *et al.*, 2014; Autor & Wasserman, 2015).

Until recently, gender parity was used to measure gender equality, partly because gender equality is a more complex concept and therefore difficult to quantify. However, shifting the focus from school enrolments to school retention by adopting a gender lens highlight how gendered norms and practices, combined with other factors (notably household wealth, location and ethnicity), jointly determine an individual's placement within social hierarchies and often influence which child attends or remains in school (UNICEF, 2015).

Discrimination based on gender occurs on a number of levels, from how families and/or communities perceive male or female children's roles and capabilities, to what is taught in school and how it is taught, to what is funded by government. It influences individuals' pathways and opportunities in all spheres of life, since education imparts the skills that are needed to engage meaningfully in economic, social and political affairs, and educational qualifications signal the level of skills that individuals possess and can usefully contribute to these areas. For example, 48% of out-of school girls, but only 37% of out-of-school boys, of primary school age worldwide will likely never enroll in school (UNESCO, 2015).

African scholars and researchers have also supported the important role of women's education, particularly at graduate level. Forum for African Women Educationalists (FAWE), based in Nairobi, has conducted a number of these studies. Possibly, the most comprehensive recent work on women's higher education in Africa was conducted in Uganda by Kwesiga (2002). She focused on the role of differentiated gender roles, parental perceptions, family influence and status of the economy and how these issues impact women's persistence in education.

Ersado (2005) argues that education offered by parents consistently determines child education as well as employment decisions. Adequate level of education of household/parents correlates positively with minimal dropout rates and high attendance rate (Mbugua, 2011). Various variables show relationship between pupils' school retention and parental education. Most research findings indicate that educated parents offer educational assistance to their children since they appreciate the benefits of schooling (Meyer, Bevin-Brown, Savage & Park, 2011). They posit that use of motorcycle transport instills passion for education in the parents which in turn assists in retaining the female, not knowing that use of Boda – boda transport leads to their childrens' school dropout.

Studies also determine to what extent female pupils' dropout is linked to teachers attitudes in school. The teachers' attitudes eventually affect the pupils' attitudes. This may be viewed as both school's locational factors as well as intrapersonal factors since pupils remains the focus of the research. Colclough

(2000) established that in Ethiopia, pupils are positively viewed by teachers in school, depending on their economic status. Since, they normally expect the lesser privileged to dropout from school. Teacher's practices and attitudes towards pupils have significant influence on pupils' retention in schools.

In numerous Sub-Saharan Africa studies like the research from Nekatibeb (2002) indicates male and female teachers posit that male pupils are superior to female pupils academically. The study findings further revealed that underperforming pupils receive less attention from their teachers than performing pupils. A study by Fawe (2001) revealed that teachers undermine underperforming pupils using their language while in class. Since underperformers feel inferior in academic performance this leads them to drop out of school.

Njau and Wamahiu (1994) analyzed factors contributing to school dropout in sub-Sahara Africa, the study findings revealed class attitude of teachers towards pupils is a significant factors that contributes to school dropout. Open favoritism of pupils performing well academically has contributed to high dropout rates of pupils; therefore gender of school going children will determine pupils' retention in school due to Boda – boda business

#### **2.4 School location and school dropout**

Economic status of neighborhood, schools in urban or rural areas, clanism and general school location against other factors that influence learning process defines a school location (Ahmen, 2003). School location influences the extent

in which learning can be improved. For instance, schools located close to a Boda – boda terminus, learners are always distracted by the noise from the riders. Learning and teaching process is therefore affected by the economic status in the school location.

Aikens and Barbarin (2008) argue that learning-teaching process is more affected when a school is located in a low economic status. Affordability of learning resources such as books is elusive to parents in low economic status. These learning resources create conducive learning location. Woolfolk (2007) study revealed that school financial support is compromised in communities belonging to low economic status. Financial school support therefore depends on the economic status in the school community.

Learning and teaching process is therefore affected by where the school is located that is rural or urban area. Schools in rural areas are less staffed than schools in the urban areas this is explained by the fact that there is technology advancement in urban areas than rural areas. Learning and teaching process is therefore affected by the level of staffing, and clanism. Abass (2013) argues school performance does not influence where a parent takes a child to school compared to the clan where they come from. The implication of this fact is that clanism compromise school performance. This influences teaching-learning since some schools have a record of poor performance yet they still stick to them because of clanism. It is most likely that children in rural areas will definitely dropout of school due to the existence of Boda - boda in their vicinity.

## **2.5 Mode of transport and primary school dropout**

Variables influencing learning and teaching process include how pupils get to and from schools which include the mode of transport. A report by UNESCO (2008) found out that means of transport used by learners to commute to and from school was found to influence the level of education pursued. Learning and teaching process and school location are influenced by factors such as means of transport pupils use to get to school, availability of the means of transport, and the security of the pupils to and from school amongst other factors (Ajayi, 2001). Learning and teaching is influenced by the mode of transport that enable learners reach school.

A schools' location are factors that influence access, retention, absenteeism and security of pupils in the school and at the same time influence learning and teaching process. Educational planning depends on the school location where parents or guidance determine where their children will school depending on the accessibility of the school. Certain issues like mode of transport influence the attendance rate of pupils due to security reasons by articulating the distance covered and affordability of the transport means owing to school location (Adom & Bediako, 2012).

It is argued that a well-organized school offers affordable and safe transport for their learners which reflect educational performance outcomes that are defined by academic performance outcomes, economic, political and social emancipation. Other learners depend on motorcycle rides to ensure they access school because it is believed to be cheap, fast and flexible. In relation to this

study, international studies include contribution by Williams, Persaud and Turner (2008) quoting Marsden (2005) which suggest that learners dropout rates in schools is greatly related to the various aspects attributed to by the motorcycle business. For instance, many girls are lured with money and free rides by the motorcycle operators which contribute to early pregnancy and eventually lead to school dropout. Many boys are lured into the bodaboda business with the easy money believed to be fetched from the business when they are taught riding by their friends.

Asunafo South District Assembly as cited by Adom and Bediako (2016) where the district is widely depends on agriculture as it is the case of many districts in Ghana. The population is dominated by subsistence agriculturalists who depend on low yields as a result of employing simple farming strategies. Another characteristic of the households is that they live in abject poverty. In this study majority of the respondents singled out poverty as the dominant cause of school drop outs. Upto 32.3% of the respondents affirmed that poverty is a major reason as to why pupils drop out from school. In the process of carrying out this study a girl aged 10 years dropped out from school at standard four giving a reason that their family sustainability depends on her mother since the father died five years ago.

Instructional materials, school location, and physical facilities are factors that significantly influence learning and teaching process. School location is a variable that requires a lot of research as well as management to enable improved academic performance (Ajayi, 2001; Oluchukwu, 2000). Student dropout rates have witnessed dramatic increase in the plantation sector and



settlements (Mbugua, 2011). This trend is attributed to the largely minority population residing in these areas who encounter severe problems of livelihood and are often in poverty-stricken situation (UNICEF, 2014). This area does not have adequate facilities and infrastructures to facilitate pupils to continue and complete their primary education (World Bank, 2005).

In the plantation settlements, only a few studies that have focused on the actual and potential student dropout and examined the varying factors associated with family, school, and social aspects of the people residing in the plantation area. The plantation sector comprises primarily of the minority ethnic group and this minority group is poor and faces problems in sustaining its livelihood. They are prone to poverty. Some remote areas are unable to get good facilities to continue education (World Bank, 2005)

### **2.5 Socio-economic status and primary school dropout**

Socio-economic factors which are determined by parents' level of education, income and peer pressure. These factors influences pupils' dropout in primary education. Social related factors include race, social status, child abuse, gender difference, drug abuse, substance abuse, and language (Bryl & Thum, 1989; Rumberger, 1983; Rumberger & Lawson, 1998; Steinberg et al., 1984; Goldschmidt & Wang, 1999). The interactions of these variables results in pupils' academic efficiency, interest in education, and consequently influence their attendance. It has been observed that in every class, there are some pupils who do not keep pace with the rest of the children and might likely leave the school because of the numerous frustrations experienced in the classroom. Goldschmidt & Wang (1999) identified race as a significant factor

for pupils leaving school early. African Americans were significantly less likely to dropout than the whites.

School dropout cases have been significantly influenced by socio-economic status of the parents. Pupils who come from economically sound families as well as educated families tend to defy odds to succeed, compared to pupils from destitute and uneducated background tend to give up and drop out of school (Osagi, 2010). Pupils from high income families tend to maneuver academic journey as opposed to pupils who come from low income families who are most likely to drop out from school. The main reason to this fact is that education process involves direct costs that must be incurred; these include fees, transportation, uniforms and meals. Most of the schools particularly government schools do not offer transportation as a result most of the pupils walk to school, use motorcycles or bicycles. Moreover, income levels conclusively explain pupils' school attendance. In the rural areas majority of the households operate in informal income generating activities basically subsistence level (FAO, 2007).

In this regard there is sporadic child labor, whereby pupils engage in child labor to subsidize household income regardless of school fees subsidies. Rural families consider engaging their children in their farms against the tradeoff of taking them to school, pupils are therefore seen as labor supplement. Uncertainty in income is a predominant factor in the rural areas regarding achievement of academic goals in the rural areas. Pupils who are perceived to

be mature by their parents tend to be assigned domestic work leading to school dropout (UNESCO, 2005) social and economic returns to investment result from children receiving education. Social benefits are seen in the improved living situation and location of the population, economic benefits are seen as economic growth and stability of the nation or community.

Income for households according to (Croft 2003) is invaluable to pupils because education process requires varied costs. Household income is therefore a determinant in accessing education, it is therefore a determinant of when pupils start, attend or drop out from school (UNICEF, 2005) for instance in Indian rural areas particularly in Bangalore, a father's income determine whether a child attends school or not, hence drop out cases are linked to cases where fathers are not employed.

Cases where socio-economic factors levels are low, children who go to school may be called upon to contribute to the household income; they do this by participating in household chores or engaging in activities that can earn them income (Seethuramu, 1984, Chugh, 2004). This phenomena takes place as opportunity cost becomes more attractive. In this regard, poor household have less affinity to demand schooling compared to rich household, schooling benefits notwithstanding according to (Colclough 2000) there is a link between income and schooling retention.

Children coming from richer homes have better transition rates and less dropout rates compared to children coming from poor families. The children from poor families who engage in labor intensive work spend a lot of their income on food

since they are on subsistence level of production. Children coming from poor families depend on local food market to manage their survival economically and participating in education (Lockheed & Verspoor, 1991).

Many children begin working at very early ages. They spend their time mending their siblings, working on the estate farms, family fields and herding. These children operate under intense pressure since their school schedules are not in tandem with domestic chores. This has led to temporary dropout particular to respond to agricultural activities such as harvesting, planting and weeding. In the long run these agricultural activities contribute to permanent dropout from learning institutions (Hadley, 2010).

Influence of socio economic activities on pupil's dropout from school is characterized by socio-economic variables coming from tier homes as well as community (Russel, 2001). There is a tradeoff between education and domestic pressure as children grow older. This fact piles pressure on children to work and earn wages for domestic consumption rather than spend on education (Colclough *et al*, 2003).

The biggest cause of dropout for boys in the Sub-Saharan African countries is income generating attractions. When families are confronted with income shock cycles, parents normally withdraw children from school temporarily to generate income for their households. The notion that parents put across is that minimal time for schooling would be consumed in the process. However, this

asymmetric income shock may result to permanent withdrawal from school (Sawada & Jimenez, 2003).

## **2.6 Theoretical framework**

The study was based on Tinto's Model of student retention espoused in July 1997. Tinto's theory of retention to education is centered on the concept of 'integration' with three underlying principles namely: academics, social and economic which he collectively referred to as spheres of integration on academic integration, Tinto observes that for a student to be fully retained in an institution of learning, the quality of education provided must be satisfactory. On social sphere of integration, he observes that for a student to concentrate fully during learning there should be a very conducive location provided by the institution. The location that guarantees safety, comfort and cordial relationship between peers, staff and school administration. On economic sphere, Tint (1997) observes that the socio-economic status of parents of a student influences his or her retention to education. The theory examines the relationship between enrolling in a school and future income, bringing about the concept of opportunity cost. However, this theory has criticism; pupils having varied cultural standing are not likely to conform to required academic performance. Pascarella. (1996) established that black and white differ in their perceptions regarding race and diversity. The difference is explained by the fact that the learning institutions have divergent orientation. Social congruence is also troublesome. Moreover, Tinto's argument on learning and social integration is devoid of credible frame of reference.

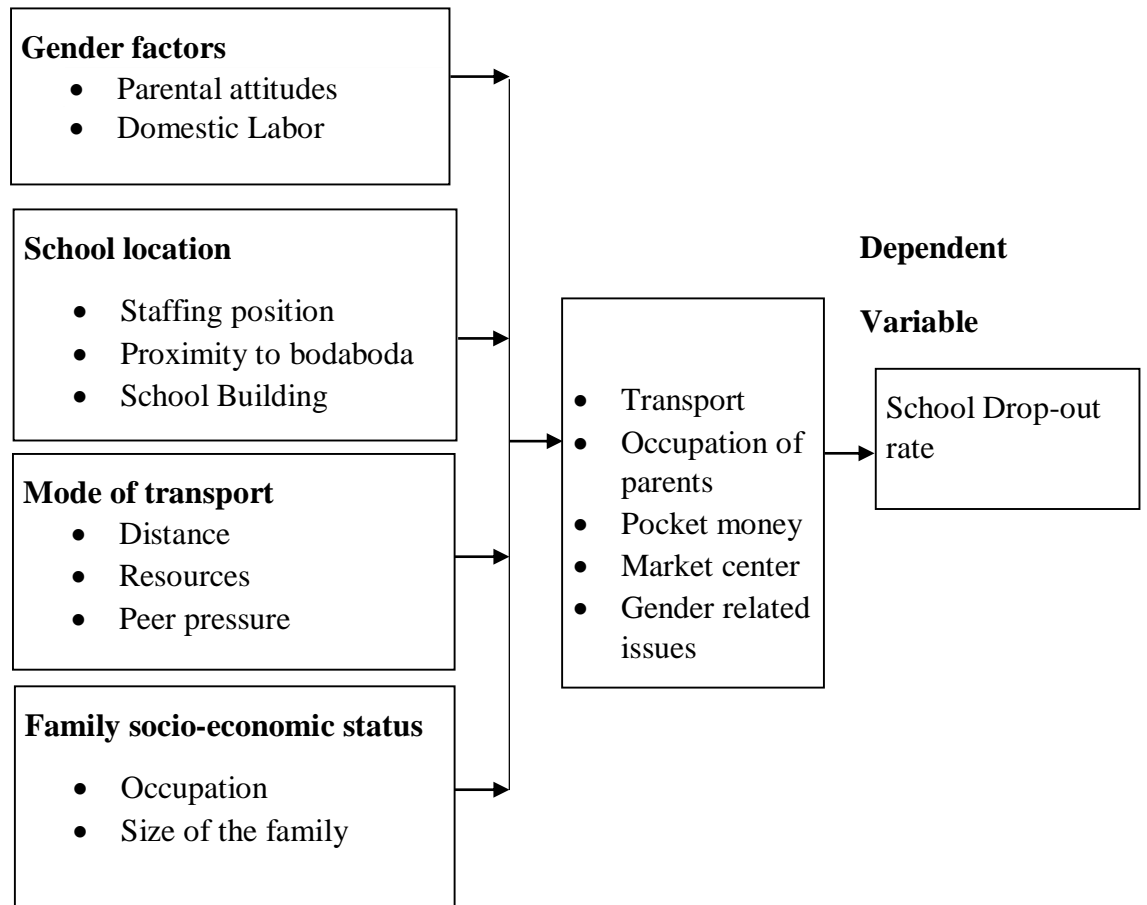
A student's retention is wholly dependent on symbolic approach. This theory is structured by dialogue and reflections as opposed to normative and univocal regulations (Joas, 1987). Social relations are seen not as stabilized once and for all but as open and tied to ongoing common acknowledgement (Joas, 1987). Exchange and interaction is essential to the maintenance of the rules as well as alterations and reproduction of the rules. The study used Tintos' model of students' retention in primary schools since it enables the researcher to highlight somethings that should be put in place in order to retain learners in school thus minimizing school dropout. This theory was deemed relevant to this study because it is anchored on retention to education.

## **2.7 Conceptual framework**

The study was guided by a conceptual framework in a diagrammatic representation containing all variables and indicators.

The conceptual framework showing the inter-relationship between the influence of motorcycle business and pupils dropout as shown in Figure 2.1.

### Independent Variable



**Figure 2.1: Conceptual framework showing interrelationship between the influence of motorcycle business and pupils' dropout**

In Figure 2.1 the conceptual framework postulates the various factors that influence pupils' dropout. These factors include gender factors, school location, mode of transport and family socio-economic status. These factors are interrelated and where properly addressed may lead to low levels of pupils' dropouts. Effective transport to and from school as well as the location school

may have a strong bearing on the students completion of primary level of schooling.

## **2.8 Research gap**

Factors that influence school dropout are documented in literature but few literature can be found about Motorcycle (Boda boda) business as a contributor in school dropout. In Rangwe sub – county specifically, no government officials or education stakeholder have reported that Motorcycle or Boda boda business have contributed to school dropout in the sub county.

The study investigated how Boda boda business influence pupils’ dropout in public primary schools in Rangwe Sub – County, Kenya, since such study had not been carried out in Rangwe Sub - County



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter gives an outline of the the research methodology. Specifically it focuses on research design, study location, target population, sample and sampling procedures, research instruments, piloting, validity of the instruments, reliability, data analysis and data collection.

#### **3.2. Research design**

The researcher adapted descriptive survey research design, which allowed gathering of information, summarize, present and interpret data for clarification (Orodho, 2003). The descriptive survey research was to produce statistical information on how Motorcycle (Boda boda) business influence school dropout in Rangwe Sub county (Orodho, 2005)

#### **3.3 Target population**

Borg and Gall (1989) defines the target population as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study. The target population for this study comprised of 120 public primary schools with 120 head teachers, 426 primary school teachers, 600 bodaboda operators and 8279 class eight pupils in Rangwe Sub-County (Sub-County Director of Education, 2018). Class eight was used in this study because most pupils dropout when they enrol in class eight

### **3.4 Sample and sampling techniques**

Gay (1981) as cited by Mugenda and Mugenda (1999) suggests that for descriptive studies 10% of the accessible population is enough. Stratified proportionate sampling was used to select two schools from each six zones for this study. Since the schools are almost the same size and are all found in rural areas, the study used 10% of the population as descriptive survey research and thus it could give accurate data for analysis. A stratified sampling technique was used as it involves division of the total number of schools by 10% to get two schools per zone. Stratified sampling was used because it ensures the presence of the key sub group within the sample (Oso and Onen, 2009). The researcher randomly picked two schools from each six zones in the sub-County. Therefore, twelve head teachers in the sampled schools were selected using census sampling method because they were administrators of the school and kept records on enrolment and dropout of pupils. Census sampling helped to get complete enumeration of head teachers in sampled schools. Simple random sampling was used to select 10 percent of primary school teachers, the boda boda riders and the Standard eight pupils. The total sample consisted of 12 head teachers, 43 teachers, 60 boda boda operators and 828 pupils.

**Table 3.1: Summary of sample size**

<b>Respondents Category</b>	<b>Number</b>	<b>Sample 10%</b>
Headteachers	120	12
Teachers	426	43
Pupils	8279	828
Motorcycle operators	600	60
<b>Total</b>	<b>9425</b>	<b>943</b>

### **3.5 Research instruments**

The study employed the use of questionnaires and interview schedule. The questionnaires were administered to head teachers, teachers and pupils. The questionnaires contained a set of written questions which respondents filled without guidance or scrutiny of the researcher. The questionnaire had two sections; section A and section B. Section A elicited general information about age, gender and background, section B consisted of questions about gender, school location, mode of transport and socio-economic status that influence school dropout. The questionnaires gives the respondent the freedom to express their views, opinions and make suggestions while interview schedules are appropriate because it will help to probe for more information from respondent which would not be possible using questionnaires (Kless & Bloomquist 1985). The questionnaires were designed using closed and open-ended questions. Interviews were administered to bodaboda operators as it is an essential tool in following up in an area of curiosity. It helped to bring out details of abstract information that cannot be easily be brought about by the questionnaire.

Interview has ability to collect in depth qualitative data based on questioning interviewee for clarification and verification of issues.

### **3.6. Instrument validity**

According to Mugenda and Mugenda (2003) validity is the degree of which results obtained from the analysis of the data represents the phenomenon under study. Borg and Gall (1985) states that validity is the degree to which an instrument measures what it purports to measure. Gay (1996) says that validity is established by expert judgment. The content of the research instrument were subjected to scrutiny by the researcher's supervisors to achieve the validity and credibility test success.

The credibility criteria involved establishment of qualitative results that are credible and believable as per the perspective of the research participant. To enhance validity, piloting was conducted in 1% of the target population which constituted of two schools in Ragwe Sub-County. The teachers, pupils and motorcycle bodaboda operators in the piloted schools were involved to confirm the validity of the items in the research tools.

### **3.7. Instrument reliability**

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. It deals with consistency, dependability and replicability of the results obtained from a research (Nunan, 1999). This study test re-test method was used which involved administering the same instrument twice to a similar group within a short period of time. The two sets of scores were subjected to Pearson's Product Moment correlation to test reliability (Best & Kahn 2006).

The scores from the two tests were correlated to get the coefficient of reliability using Pearsons Product Moment correlation coefficient formulae as follows:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)\}}}$$

Where

N = number of respondents

X = scores from the first test

Y = scores from the second test

The value of r lies between -+ 1, the closer the value to +1 the stronger the congruence. Punch (2008), contends that a correlation co-efficient of above 0.70 indicates that instrument is reliable. For this study the research instruments scored a coefficient correlation of 0.80 for headteachers' questionnaire, 0.79 teachers' questionnaire and 0.87 pupils' questionnaire, while the interview guide for bodaboda riders scored 0.71. Thus, the instruments showed sufficient reliability.

### **3.8 Data collection procedure**

The researcher sought a letter of introduction from the Department of Educational Foundations and a research permit from National Commission of Science, Technology and Innovation (NACOSTI) to start off the research in the locality of the research. The Rangwe Sub-County Director of Education was then contacted to give introductory letter to the head teachers of the selected schools. The researcher booked appointments with the headteachers of the sampled schools for data collection. The researcher met all the respondents and

explained each of the tools according to its relevance to the researcher. Drop and pick later methods was used to collect the administered questionnaires while face to face interviews were conducted with the bodaboda riders.

### **3.9 Data analysis techniques**

Data collected from the field was coded and cleaned to remove outliers or missing values to get qualitative and quantitative responses to assist the researcher to generate answers to the research questions and categorize manually according to the instrument items using frequency distribution tables and percentiles. Simple descriptive statistics such as percentages was used to analyse qualitative and quantitative data since they have an advantage over more complex statistics and can be understood easily especially when making results known by a variety of readers. The coded data was then transferred to a computer worksheet and processed using Statistical Package for Social Sciences version 23.

Descriptive statistics was used as it involves calculating frequencies and measures of central tendency such as median, mean and standard deviation. Statistics that were completed and analyzed in frequency tables and percentages. The results of the study data was presented in frequency tables and percentage. Gay (1996) says that frequency tables communicate results and findings easily to majority of readers. Qualitative data was organized into themes showing patterns, trends and perceptions which were interpreted to answer the research question.

### **3.10 Ethical considerations**

The researcher observed ethical and logical expectations when carrying out the study. Firstly, the researcher explained to the participants the purpose of the study. Secondly, the respondents were issued with informed consent to seek permission for them to willingly participate in the study. Head teachers signed the consent for the pupils involved in the study. No monetary incentives were issued for participating in the study. Personal details were not required in the research thereby rendering confidentiality of the respondent optimal. The respondent was asked to answer all the questions. However, in the context where they were not comfortable to do so, they were not coerced by the researcher.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

#### 4.1 Introduction

This chapter comprises of data analysis, presentation and discussion.

#### 4.2 Questionnaire return rate

After collection of the research instruments, completeness and accuracy of the research tools was assessed and the return rate is presented in Table 4.1.

**Table 4.1 Instrument response rate**

<b>Categories of respondents</b>	<b>Sample</b>	<b>Response</b>	<b>Percent</b>
Head teachers	12	12	100.0
Teachers	43	38	88.4
Boda Boda operators	60	36	60.0
Primary school pupils	828	797	96.3
<b>Total</b>	<b>943</b>	<b>883</b>	<b>86.2</b>

Table 4.1 showed that the responses from the head teachers realized a 100 percent response rate while the teachers response rate was at 88.4 percent and pupils response rate was at 96.3 percent. Also, there were 36 (60%) boda boda operators who availed themselves for the interview because of their inconsistent availability at their terminus. This showed that it was a waist of time as they could be making money. Thus leading to pupils' dropout in search of quick, fast and reasonable good money. Therefore, the study realized a total response rate



of 86.2 percent. These findings indicated that the study realized satisfactory and sufficient instrument response rate. This response rates were representative and conformed to the argument from Mugenda and Mugenda (2008) that stipulated that response rates that was above 70 percent was excellent and representative for any social science research.

### 4.3 Demographic information of respondents

This study sought to establish the respondents' gender, age, and teaching experience to establish an insight on the study respondents' characteristic. The findings were presented in the following sub- sections.

#### 4.3.1 Respondents' gender

The respondents were requested to indicate their gender orientation. Table 4.2 presented the distribution of study respondents based on gender.

**Table 4.2 Respondents' gender**

Gender	Head teachers		Teachers		Pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	10	83.3	23	60.5	336	42.2
Female	2	16.7	15	39.5	461	57.8
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>38</b>	<b>100.0</b>	<b>797</b>	<b>100.0</b>

Table 4.2 indicates that out of the 12 head teachers who participated in the study, majority (83.3%) were males while 19.4% were females. According to the

findings the highest proportion of primary teachers were males at (60.5%) and female teachers were few rated at (39.5%). This showed that both genders were represented in the study to avoid gender biasness. The findings show that there were more male teachers than females. Males therefore dominate in the leadership of the sampled schools which may send a negative message to the pupils and therefore a violation to the two-third gender rule in the Kenyan Constitution. This concurs with the findings of Plan International (2012) that male dominated school erode pupils' confidence and completion rates in school. Further, from the pupils, 57.8 percent were females while males constituted of 42.2 percent. These findings showed that the number of girls was higher than boys in primary schools in Rangwe Sub-County implying that more boys than girls were enrolled in schools and perhaps boys had dropped out of school to join informal employment like the bodaboda business among other petty jobs. Consequently, during an interview with the bodaboda riders, all the respondents interviewed were males. This therefore implied that the commercial operations of the bodaboda were dominated by male riders. The other factor that may have led to male domination in this sector is the nature of work and the risks that were involved.

**Table 4.3 Head teachers and teachers age bracket**

Age bracket in years	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
25-30 years	0	0.0	7	18.4
30-40 years	2	16.7	17	44.7
40-50 years	4	33.3	9	23.7
Above 50 years	6	50.0	5	13.2
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>38</b>	<b>100.0</b>

Data in Table 4.3 shows that head teachers in age bracket of 50 years and over rated at 50 percent. 33.3 percent of the sampled head teachers were in age bracket 40-50 years while 16.7 percent of the head teachers were in age bracket 30-40 years. There were no head teachers in the age of 30 years and below. This age distribution was deemed fit since attaining position of headship is directly related to age, length of service and working experience. The age bracket was deemed appropriate as headteachers were in a position to give satisfactory information about the influence of bodaboda business on pupils' dropout rates in primary schools.

Out of the teachers sampled, 18.4 percent were below 30 years, 44.7 percent in age bracket of between 30 to 40 years while 23.7 percent were in age bracket of between 40 to 50 years and 13.2 were in age bracket of over 50 years. The distribution therefore reflects a clear combination of teachers in terms of age and therefore, would be informed about influence of bodaboda business on pupils' dropout rates in primary schools.

From the interview with the bodaboda operators, a majority of the boda boda riders fell in the age bracket of between 17 to 22 years rating at 71 percent of the sampled population. This age bracket comprises of the young boys who drop out of school to seek easy employment in the informal sector as stipulated by Mutiso & Behrens (2011) who stated that in Nakuru and Kisumu Counties many young boys dropped out of school to seek livelihood from the bodaboda sector. Bodaboda business was embraced as the only available opportunity for their employment. The results also concur with a study in Douala Cameroon by Kumar (2011) whose findings indicated that 85% of the riders belonged to youths who sought for easy money in the informal trades.

There was need to establish pupils' distribution by age. The result is captured in Table 4.4.

**Table 4.4 Age of pupils**

<b>Age bracket in years</b>	<b>Frequency</b>	<b>Percent</b>
10-12 years	195	24.5
13-14 years	496	62.2
Above 15 years	106	13.3
<b>Total</b>	<b>797</b>	<b>100.0</b>

The majority (62.2%) of the pupils were aged between 13 and 14 years which implied that they were of school going age group. It should be noted that the official primary school age as recognized by Ministry of Education is 13-15 years in upper primary classes. However, 13.3 percent of the pupils indicated

that they were over 15 years. This implied that there were few incidences of late enrolment or repetition of classes in the study area. This concurred with Rolleston, Akyeampong, and Ampiah, (2011), on the statement that older pupils in primary schools face various obstacles which lead to increased pupils' dropout rates in education.

During an interview with the motorcycle operators, it was realized that a majority of the riders were young boys who had dropped out of primary and secondary education. Most of the young riders aged below 30 years showed lack of interest in education citing unemployment among youths as their main motivator to join the motorcycle business that was very rampant in the area and believed to fetch quick money.

#### **4.3.3 Length of service of headteacher and teachers**

The researcher sought to establish the length of service of the head teachers and teachers from the sampled schools. This would help in validating the information they would give based on their experience. The findings are as shown in Table 4.5.

**Table 4.5 Headteachers and teachers' length of service**

No. of years	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Less than 10 year	0	0.0	3	7.9
11 - 15 years	2	16.7	11	28.9
16 - 20 years	4	33.3	19	50.0
Over 20 years	6	50.0	5	13.2
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>38</b>	<b>100.0</b>

The highest percentage of the head teachers (50%) was those with a length of service of over 20 years. Those with a length of service of between 11 and 15 years were 16.7 percent, while 33.3 percent had taught for over 20 years. Consequently, half of the head teachers had taught for between 16 and 20 years. The information showed that the study respondents were liable to give credible information for the purpose of this study due to their high level of experience and length of service. Further, the distribution by length of service call for concerted efforts by the Teachers Service Commission to initiate strategies towards recruiting young teachers for purposes of training and mentorship in order to take up positions of retiring teachers.

The study sought to establish pupils distribution by class and the study results are presented in Table 4.6.

**Table 4.6 Pupils' distribution**

<b>Class</b>	<b>Frequency</b>	<b>Percent</b>
Class 8	797	100
<b>Total</b>	<b>797</b>	<b>100.0</b>

Table 4.6 shows that pupils who participated in the study were class eight. Standard eight was selected for study because it was the prime age when most of the pupils dropped out of primary schools to engage in petty businesses like bodaboda riding among other income generating activities. Furthermore, since the standard eight is an examination class, pupils tend to be indiscipline because there is a lot of work to be done, due to this, they prefer to dropout of school inorder get involved in Boda boda business. Therefore, the study was likely to get credible data from the pupils on the influence of motorcycle business on pupils' dropout in primary schools.

#### **4.4 Gender related issues and pupils' dropout**

The first research objective sought to establish how gender related issues influence pupils' dropout rates in primary education in Rangwe Sub County. Thus, the respondents were to show the extent to which gender related issues influences pupils' dropout rates. Table 4.7 presents the study findings.

**Table 4.7 The extent to which gender related issues influence pupils' dropout rates in primary education**

Response	Head teachers		Teachers		Pupils	
	(f)	(%)	(f)	(%)	(f)	(%)
To a great extent	8	66.7	26	68.4	428	53.7
To a moderate extent	4	33.3	7	18.4	196	24.6
To a low extent	0	0.0	5	13.2	101	12.7
Does not influence at all	0	0.0	0	0.0	72	9.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>38</b>	<b>100.0</b>	<b>797</b>	<b>100.0</b>

Gender related issues were listed as the major prohibitive factors that affect pupils' dropout rates in primary education. As Table 4.7 shows 66.7 percent of head teachers respondents, 68.4 percent teachers and 53.7 percent of pupils concurred that gender related factors influenced pupils from completing education in Rangwe Sub-County to a great extent. Those who indicated that gender related factors influence pupils dropout rate to amoderate exetent were rated at 33.3 % headteachers, 18.4% teachers and 24.6% pupils. Also, 13.2 percent of the teachers and 12.7 percent of the pupils indicated that gender related factors influenced dropout rate to a low extent while only 9 percent of the pupils indicated that they do not influence at all. This implies that gender related factors have a significant influence on pupils' dropout rates in primary education. Majority of respondents agreed that to a great extent, Boda boda business had influenced pupils' school dropout in Rangwe Sub – County, Homa



Bay county Kenya. Therefore, it has contributed to dropout and growth of Boda boda transport.

During an interview with the boda boda riders, most of them who were boys agreed that they dropped out of school in upper primary or failed to join secondary school. The findings were an indication that gender related issues were among the socio-economic factors that affected pupils' dropout rates in primary schools in Rangwe Sub-County as more boys dropped out of schools in order to be Boda boda riders. The findings were in agreement with Trani, Bakshhi, and Nandipati (2012); and Schurmann 2009 on the argument that gender related issues ends the education of girls and boys at different rates due to certain social circumstances. This is a barrier to their inclusion in broader society. Thus, majority of the pupils are assimilated in informal sectors that obstruct them from completing primary education.

Further, respondents were to respond to statements showing their agreement on gender related issues on pupils' dropout rates in primary education. They were issued with a likert scale as follows strongly agree (1), agree (2), disagree (3) and strongly disagree (4). Table 4.8 presents head teachers views on the influence of gender related issues on pupils' dropout rates in primary education.

**Table 4.8 Head teachers responses on the influence of gender related issues on pupils completion rates in primary education**

Factors under considerations	1		2		3		4	
	F	%	f	%	f	%	F	%
Concentration and attention in class of married pupils who are still in school is very low leading to dropout	12	100.0	0	0.0	0	0.0	0	0.0
Regular school attendance of married pupils who are still in school is low leading to dropout	10	83.3	2	16.7	0	0.0	0	0.0
Pregnancies make girls to drop out of school	12	100.0	0	0.0	0	0.0	0	0.0
Gender related issues affect boys and girls retention in school	12	100.0	0	0.0	0	0.0	0	0.0
Gender related issues negatively affect pupils' dropout rates in education	12	100.0	0	0.0	0	0.0	0	0.0

The analysis in Table 4.8, shows that all the head teachers strongly agreed that concentration and attention in class of married pupils who were still in school was very low leading to school dropout. As depicted in Table 4.8, 83.3 percent of headteachers strongly agreed that regular school attendance of married pupils who are still in school is low leading to dropout, while, all (100%) of headteachers were in strong agreement that pregnancies make girls to drop out of school, gender related issues affect boys and girls retention in school and gender related issues negatively affect pupils' dropout rates in education. The findings shows that gender related factors influence pupils' dropout rate especially girls due to early pregnancies and early marriages. It can be observed that pupils who were married off at tender ages discontinued with education due

to family responsibilities, affecting pupils' dropout rates in primary schools. The findings showed that most of the married girls were impregnated by Boda boda rider since they lured them with free rides and money.

These findings are in consistent with Bajracharya and Amin (2010) in the argument that in Bangladesh, marrying off pupils early is due to the notion that delay in the marriage attracts huge dowry, and as the years pass the marriage of the pupils becomes difficult as there is a strong preference by suitors for younger girls making an end to their education.

The teachers' responses on the likert scale were presented in Table 4.9.

**Table 4.9 Teachers' response on the influence of gender related issues on pupils' dropout rates in primary education**

Factors under considerations	1		2		3		4	
	F	%	F	%	f	%	F	%
Concentration and attention in class of married pupils who are still in school is very low leading to dropout	29	76.3	5	13.2	4	10.5	0	0.0
Regular school attendance of married pupils who are still in school is low leading to dropout	24	63.2	7	18.4	5	13.2	2	5.3
Pregnancies make girls to drop out of school	38	100.0	0	0.0	0	0.0	0	0.0
Gender related issues affect boys and girls retention in school	35	92.1	3	7.9	0	0.0	0	0.0
Gender related issues negatively affect pupils' dropout rates in education	38	100.0	0	0.0	0	0.0	0	0.0

The findings in Table 4.9 shows that teachers concurred with the head teachers on the influence of gender related issues on pupils' dropout rates in primary schools. 76.3% strongly agreed that concentration and attention in class of married pupils who are still in school is very low leading to dropout. This may be attributed to pupils' negative attitude towards teaching and learning. This is likely to lead to low completion rates of pupils in primary schools.

There has been increase in the reported number of school dropout cases in relation to both females and males. Boda boda business was commonly seen as a business venture by young boys who formed the role model to boys in school. The boys who were in school viewed the riders as successful and as a role model thus, leaving schooling to venture into the business. They also viewed boda boda business as profitable where one can lease a motorcycle from the owner and just parted with Kshs. 300 everyday. Thus, the rider strived to get extra cash which is his, making it the easiest means of making money. The findings agree with Al-Hassan, Momoh & Eboreme (2015) who stated that the girls view the motorcycle operators as a source of income as they get money from them. As a result they end up leaving schooling which they regard as a waste of time because of the money and gifts given to them by riders who promise them marriage.

The findings also show that 63.2 percent of the teachers strongly agreed that regular school attendance of married pupils who were still in school is low, while all respondents indicated that pregnancies make girls to drop out of school and opt to marry. A relative high 92.1 percent of the teachers strongly agreed that gender related issues affect girl child's academic achievement. This is

likely to be attributed to teachers, peer, discrimination and negative attitude lowering pupils' self-esteem and school retention rates. The findings imply that gender related issues had a significant bearing on pupils' dropout rates in primary schools. A majority of teachers strongly agreed that gender related issues negatively affected learners as they lack basic amenities to retain them in school, as a result they resort to engage in Boda boda business in order to get quick cash. These study findings concurred with a report by UNICEF (2010) that gender related issues deny the girl-child the right to education.

The pupils were asked to indicate aspects of educational completion rates affected by gender related issues hindering completion rates. Table 4.10 presents the findings.

**Table 4.10 Aspects of completion rates affected by gender related issues**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Concentration in class	111	13.9
School attendance	94	11.8
Dropouts	107	13.4
Transition to secondary schools	222	27.9
Academic achievement	102	12.8
Involvement in extra curricula activities	73	9.2
Completion of homework	88	11.0
<b>Total</b>	<b>797</b>	<b>100.0</b>

Table 4.10 shows that at least 27.9 percent of pupils transition to secondary school was the most affected aspect of completion rates in education. This may have been caused by gender related issues at the end of students' progression from primary to secondary schools leading to low completion rates. Further,

13.9 percent indicated concentration in class influenced pupils' dropout rates in primary schools. This may have been caused by feeling of rejection by their peers, while, 11.8 percent of the pupils indicated that school attendance influenced pupils' dropout rates. The findings showed that completion rates in primary education were influenced by gender related issues hindering pupils' dropout rates in primary education.

Data collected during an interview with the motorcycle riders, showed that many boys were attracted into the bodaboda business as it required little informal training as compared to schooling. Most of the riders stated that gender related issues greatly influenced pupils' dropout rate in primary education.

The pupils were issued with the likert scale showing the influence of gender related issues on pupils' dropout rates in primary education. Table 4.11 presents the findings.

**Table 4.11 Influence of gender related issues on pupils' dropout rates in primary education as perceived by pupils**

Factors under consideration	1		2		3		4	
	F	%	f	%	f	%	f	%
Concentration and attention in class of married pupils who are still in school is very low leading to dropout	415	54.2	158	24.9	117	16.9	67	4.3
Regular school attendance of married pupils who are still in school is low leading to dropout	397	49.6	202	25.7	126	19.1	72	5.5
Pregnancies make girls to drop out of school	501	75.8	158	14.6	88	9.6	0	0.0

From Table 4.11 it can be noted that the majority of the pupils (75.8%) indicated that pupils' gender related issues was a major hindrance on completion of primary education. 54.2 percent strongly agreed that class concentration of married pupils who are still in school is very low. This may be as a result of pre-occupation of other responsibilities which translated to low completion rates of pupils. Most of the pupils (49.6%) strongly agreed that school attendance of married pupils who are still in school is very low. This was likely to be the case on the ground because most of them had other commitments to attend to at the expense of pursuing education, while, 75.8%, stated that gender related issues affect girl child's academic achievement.

The findings implied that gender related issues influenced pupils’ dropout rate in primary education. The findings were in consistency with Ombongi (2008) who found out that “gender related issues influenced completion rates in education. Pupils in standard 7 or between 12 and 14 years were withdrawn from school to be married off to wealthy men in the community in exchange for dowry” and this had ripple effects on students’ progression from one level of schooling to another.

#### **4.5 Mode of transport and pupils’ dropout**

A report by UNESCO (2008) found out that means of transport used by learners to commute to and from school was found to influence the level of education pursued, thus, the second study objective sought to assess the influence of mode of transport on pupils’ dropout rates in primary education. The respondents were required to indicate the mode of transport they used. The results were as shown in Table 4.12.

**Table 4.12 Mode of transport used by pupils**

<b>Mode of transport</b>	<b>Frequency</b>	<b>Percent</b>
On foot	129	16.2
Motorcycle	374	46.9
Bicycle	191	24.0
Vehicle	103	12.9
<b>Total</b>	<b>797</b>	<b>100.0</b>



Table 4.12 shows, that 46.9 percent of the pupils indicated that they use motorcycle as a mode of transport to and from school, 16.2 percent walked to and from school on foot, 12.9 percent used a vehicle, while 24 percent used bicycles as the means of transport to get to school. The findings revealed that less than half of the pupils' went to school on bodaboda while the other half used different modes of transport. This is an indication that most of the pupils relied on bodaboda transport to get to and from school, implying that bodaboda business had an influence of pupils' participation in school and their perception about the mode of transport used to get to school.

The findings agree with statements by Cervero (2007) that motorcycle transport has in recent past taken up as the most popular mode of transport in African countries like Kenya because of the conveniences of accessing areas with poor infrastructure and the flexibility of riding schedules.

The study respondents were requested to indicate the extent to which use of motorcycle transport affect pupils' completion in primary education. Table 4.13 presents the findings.

**Table 4.13 The extent to which use of motorcycle transport affect pupils' dropout rates in primary education**

Response	Head teachers		Teachers		Pupils	
	(f)	(%)	(f)	(%)	(f)	(%)
To a great extent	10	83.3	22	57.9	389	48.8
To a moderate extent	2	16.7	8	21.1	183	23.0
To a low extent	0	0.0	5	13.2	129	16.2
Does not affect at all	0	0.0	3	7.9	96	12.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>38</b>	<b>100.0</b>	<b>797</b>	<b>100.0</b>

Data in Table 4.13 showed that 83.3 percent of the head teachers, 57.9 percent of the teachers and 48.8 percent of the pupils indicated that use of Boda boda taxis influenced pupils' dropout rates to a great extent. Those who indicated that motorcycle transport influenced pupils' dropout rate to a moderate extent at a rate of 16.7 percent for headteacher, 21.1 percent of teachers and 23 percent of pupils, while 13.2 percent of teachers and 16.2 percent of pupils stated to a low extent. The findings indicated that use of motorcycle transport had a great significance on pupils' dropout rates in primary education. The findings were in line with a paper prepared by the National Parent-Teachers Association in Kenya [PTA] (2012), which stated that "when parents are involved in education regardless of income or background, children are more likely to

earn higher grades and test scores, enroll in higher level programmes, attend school regularly and have better social skills” (UNESCO, 2009).

Respondents were to indicate why the use of Boda boda taxis was preferred as the mode of transport for pupils. Table 4.14 shows the findings.

**Table 4.14 Preferences for motorcycle as the mode of transport for pupils**

Response	Head teachers		Teachers		Pupils	
	F	%	F	%	F	%
Faster mode of transport	8	66.7	31	81.6	324	40.7
They get free rides	4	33.3	6	13.8	139	17.4
Friends to Boda boda riders	0	0.0	1	2.6	120	15.1
Not applicable	0	0.0	0	0.0	214	26.9
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>38</b>	<b>100.0</b>	<b>797</b>	<b>100.0</b>

A majority of the head teachers (66.7%) teachers (81.6%) and pupils (40.7%) indicated that bodaboda transport was preferred among pupils because it was a faster mode of transport, while headteachers (33.3%), teachers (13.8%) and pupils (17.4%) admitted that pupils get free rides from Boda boda operators. Furthermore, pupils agreed that some girls and boys are friend to Boda boda operators (15.1%). The study showed that the mode of transport was an important element on pupils’ dropout rates in primary education. These study findings concurs with Abass (2013) who revealed that cheap and convenient mode of transport was secure for learners commuting from far distance to school. The study sought to establish the level at which respondents agreed with statements relating to effective of use of motorcycle transport on pupils'

dropping out of the school using the scale strongly agree (1), agree (2), disagree (3) and strongly disagree (4). Table 4.14 shows the study findings.

**Table 4.15 Head teachers’ responses on reasons why pupils use bodaboda taxis to and from school**

Reasons	1		2		3		4	
	f	%	F	%	f	%	f	%
Parents own bodaboda	12	100.0	0	0.0	0	0.0	0	0.0
They come from too far	10	83.3	2	16.7	0	0.0	0	0.0
To avoid being late	12	100.0	0	0.0	0	0.0	0	0.0
Peer influence	12	100.0	0	0.0	0	0.0	0	0.0
They are friends to bodaboda operators and get free rides	8	66.7	4	33.3	0	0.0	0	0.0

From the findings in Table 4.15, out of the 12 head teachers who responded to the questionnaire, 83.3 percent strongly agreed that most of the pupils came from far making them prefer bodaboda taxis as their means of transport. 66.7 percent of the head teachers indicated that bodaboda operators befriended pupils especially girls giving them free rides to and from schools This was likely to cause dropout of girls as compared to boys because of the favors accorded to them by riders who ended up seeking sexual favours as payment for the free rides. This was likely to lead to teenage pregnancies culminating into school dropout and early marriages.

All head teachers were in strong agreement with the statement that stated; boys were influenced by their peer to engage in motorcycle business as riders because on their way to and from school they were given free rides and taught how to

ride motorcycles. This could have been attributed to being friends with bodaboda operators who were previously schoolmates and therefore found it easier to interact with. Teachers' responses are as shown in Table 4.16.

**Table 4.16 Teachers' responses on reasons why pupils use bodaboda taxis to and from school**

Reasons	1		2		3		4	
	F	%	F	%	f	%	f	%
Parents own bodaboda	31	81.6	7	18.4	0	0.0	0	0.0
They come from too far	38	100.0	0	0.0	0	0.0	0	0.0
To avoid being late	0	0.0	25	65.8	13	34.2	0	0.0
Peer influence	38	100.0	0	0.0	0	0.0	0	0.0
They are friends to bodaboda operators	7	18.4	13	34.2	18	47.4	0	0.0
They get free rides	13	34.2	25	65.8	0	0.0	0	0.0

According to findings in Table 4.16, 81.6 percent of the teachers agreed with the head teachers on the influence of use of motorcycle transport on pupils' dropout in primary education. This may have been caused by the society's perception on the use of motorcycle transport and the cost of transport. These findings implied that many of the teachers agreed on the significance of use of boda boda taxis and pupils' dropout rates. The findings agreed with research carried out by UNICEF (2004) in which 55 countries and two Indian states found that children of educated women were much likely to go to school and the more schooling the women had received, the higher the chance that they would send their children to school. The pupils responses are presented in Table 4.17.

**Table 4.17 Reasons why pupils prefer bodaboda transport as perceived by pupils**

	Reasons	Yes		No		Not applicable	
		F	%	f	%	f	%
a	Pay for the transport to and from school	244	30.6	457	57.3	96	12.0
b	Get free rides sometimes	592	74.3	156	19.6	49	6.1
c	Girls have boyfriend among bodaboda operators	0	0.0	764	95.9	33	4.1
d	Like to own a motorcycle	412	51.7	313	39.3	72	9.0
e	Have friends who teaches pupils how to ride a bodaboda	413	51.8	360	45.2	24	3.0

According to findings presented in Table 4.17 a high portion of the pupils (57.3%) indicated that they did not pay for transport to and from school. This could be attributed to low socio-economic status that most families were not able to offer means of transport despite the fact that most of the pupils lived far from the schools. It may also imply that some pupils did not live far from school. 74.3 percent of the pupils strongly agreed that they sometimes get free rides on their way to and from school. The underlying reason may be due to the distance covered and lack of money to pay for their ride especially girls who are lured by bodaboda operators with free rides, some of which have a significant bearing on pupils' dropout.

Further, 51.8 percent of the pupils strongly agreed that their friends offered free lessons on how to ride motorcycles. The findings implied that pupils' dropout rates especially among boys were higher because of peer influence swaying

them to engage in bodaboda business. The findings also agree with Mutinda and Baltenweck (2013) that engaging young children in unfriendly locations attract them to dropout from school and engage in petty trades.

#### **4.6 Socio-economic factors and pupils' dropout**

The economic status of a family in this study means the total amount of resources a family has in order to meet the domestic needs like education, food and shelter. Pupils from low income families tend to dropout of school in order to get money for sustainability and to make sure they get basic needs that could not be provided by their parents or guardians. The third research objective sought to determine the influence of socio-economic factors on pupils' dropout rates in primary education. Pupils were required to give the approximate income that their parents could raise within a period of one month. The responses are as shown in Table 4.18.

**Table 4.18 Pupils' responses on their parents' income per month**

<b>Level of income</b>	<b>Frequency</b>	<b>Percent</b>
Less than kshs 2000	109	14.8
kshs 2000-5000	112	15.6
kshs 6000-10000	123	18.4
Above kshs 10000	138	22.2
Don't know	215	29.0
<b>Total</b>	<b>797</b>	<b>100.0</b>

From the findings shown in Table 4.18, out of the 797 respondents who responded to the questionnaire, majority of the parents (14.8 percent) could raise below Kshs 2,000 per month, 62 (15.6 percent) below Kshs 5,000 per month, 73 (18.4 percent) can raise between Kshs 6,000 – 10,000 per month while 138 (22.2 percent) of the pupils indicated that their parents could raise above 10,000 per month. This was an indication that majority of the families are low income earners which signifies high levels of poverty in the area. These findings agree with Amadi (2013), in her study on the overview of women’s education in Africa. She suggested that poverty is the most important factor that contributes to high rate of illiteracy among African women.

The respondents were requested to indicate the extent to which socio-economic factors affect pupils’ dropout rates in primary education. Table 4.19 presents the study findings.

**Table 4.19 The extent to which socio-economic factors influence pupils’ dropout rates in primary education**

Response	Head teachers		Teachers		Pupils	
	(f)	(%)	(f)	(%)	(f)	(%)
To a great extent	12	100.0	27	71.1	459	65.2
To a moderate extent	0	0.0	5	13.2	177	19.4
To a low extent	0	0.0	6	15.7	96	11.6
Does not affect at all	0	0.0	0	0.0	65	3.8
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>38</b>	<b>100.0</b>	<b>797</b>	<b>100.0</b>



Table 4.19 shows that all head teachers (100 percent), 71.1 percent of teachers and 65.2 percent of pupils indicated that socio-economic factors affected pupils completion rates in primary education to a great extent. The findings showed a great relationship between socio-economic factors and pupils dropout in primary education. The findings were in agreement with Colclough, Al-Samarrai, Rose and Tembon (2003) who argued that pupils from rich families have higher retention in school than those from poor families.

Further, the respondents were to indicate the influence of socio-economic factors on pupils' dropout rates in primary school. Table 4.20 presents the study findings.

**able 4.20 Head teachers’ and teachers’ responses on the influence of socio-economic factors on pupils completion rates in primary education**

Factors under consideration	Head teachers		Teachers	
	Mean	St. Dev	Mean	St. Dev
Low income families are not capable of paying the required fees hence pull their children from school	3.54	0.70	3.71	0.78
Low income families may not buy the required learning resources for their children who end up failing in academics	3.26	0.76	3.11	0.69
Low income families often lack money to pay school fees and their children do not regularly attend school sessions as they are always sent for school fees	3.52	0.74	3.53	0.75
Inability of low income families to buy their children sanitary pads force pupils to miss school days during menstruation period	3.49	0.72	3.50	0.74
Middle and high income families are able to cater for their children’ primary education and always complete class-work and other activities	3.46	0.70	3.49	0.73

As shown in Table 4.20 the research findings showed that pupils from low income families drop out of school more frequently than those from middle and higher income families as indicated by a mean of 3.54 and a standard deviation of 0.70. This was due to greater constrains experienced by low income families lowering pupils’ dropout rates. They also seem less motivated to learn due to lack of financial support as compared to those from higher income families as indicated by a mean of 3.52 and a standard deviation of 0.74. It may be concluded that lack of school fees compelled headteachers to send pupils home for school levies not catered for by the Free Primary Education program. It may

be concluded that there was a significant relationship between financial support and progression.

The teachers were in agreement that most pupils came from low income families that do not encourage pupils to continue with school as shown by a mean of 3.49 and a standard deviation of 0.72 and also prefer paying school fees for boys to girls as shown by a mean of 3.46 and a standard deviation of 0.70. They also accepted the fact that most pupils drop out of school due to poor payment of school fees as indicated by a mean of 3.26 and a standard deviation of 0.76. The study findings implied that financial status of a family played a significant role in pupils' dropout rates in primary schools. This indicated that majority of the cost related aspects cause pupils to discontinue with their education lowering their completion rates.

This concurs with Mbugua (2011) who noted that PTA levies are utilized in development of school physical facilities and not retaining pupils in schools. The finding indicates that development fund influence pupils' completion rates in school. This agrees with Roschanski (2007) who found in a study in Homabay district that when pupils were repeatedly sent home for school levies some became too shy to return to school.

The findings agree with Sabates, (2010) who noted that "financial level of the family affect a child's education meaning that, the higher the income of parents, the more the possibilities of retaining their children to a school of

their preference. Income also influences school outcomes through enabling a child to participate in co-curricular activities like games after school and special trips. Such activities improve children's skills directly and also indirectly through general intellectual stimulation which affected subsequent learning. Therefore, if the opportunity cost of a child being in school is high for the parent, the chance of dropping out increases". Pupils' perception on the influence of socio-economic factors was presented in Table 4.21.

**Table 4.21 Influence of socio-economic factors on pupils' dropout rates in primary education as perceived by pupils**

Factors under consideration	1		2		3		4	
	f	%	f	%	f	%	F	%
1. Low income families are not capable of meeting the required fees hence pull their children out of primary schools	125	31.5	159	40.1	42	10.6	71	17.9
2. Low income families are not able to purchase required learning resources for their children who end up failing in academics	215	54.2	98	24.9	67	16.9	17	4.3
3. Lack of fees by low income families results in the girl child missing school days as they are normally chased from school	197	49.6	102	25.7	76	19.1	22	5.5
4. Middle and high income families are able to cater for their children' primary education hence such pupils have maximum completion of class and other school activities	301	75.8	58	14.6	38	9.6	0	0.0

According to study findings presented in Table 4.21 a majority of the pupils (52.8 percent) strongly agreed to the statements provided on the influence of socio-economic factors on pupils dropout rates in primary schools. 40.1 percent agreed that low income families are not capable of meeting the required fees hence pull their children out of primary schools, while 54.2 percent strongly agreed that low income families are not able to purchase the required learning resources for their children who end up failing in academics. There is

a possibility that most families in the study area prioritize boys' education over girls education lowering the latter's completion rates.

Moreover, 49.6 percent strongly agreed that lack of fees by low income families results in the girl child missing school days as they are normally sent home from school to collect school levies and 75.8 percent strongly agreed that middle and high income families are able to cater for their children's primary education hence such pupils have maximum completion of class and other school activities. The findings established a relationship between socio-economic factors and pupils' dropout rates in primary education. The findings were in line with Grant and Hallman (2006) who found an association between a family's financial strength and the likelihood of the daughter's dropout in South Africa.

#### **4.7 School location and pupils' dropout**

Establishment of Motorcycle or Boda boda terminus near a school influence school dropout as young boys and girls see the riders as role model since they view them as successful. To them, the business is lucrative and makes easy money. Therefore, some pupils' dropout of school to engage in Boda boda business while girls befriend the riders in order to get money from them. Objective four of the study sought to establish the influence of school location on pupils' dropout rates in primary education. The respondents were asked to indicate the extent to which school location influenced pupils dropout rates in primary education. Table 4.22 presents the study findings.

**Table 4.22 The extent to which school location influences pupils' dropout rates in primary education**

Response	Head teachers		Teachers		Pupils	
	(f)	(%)	(f)	(%)	(f)	(%)
To a great extent	6	50.0	21	55.2	394	48.9
To a moderate extent	4	33.3	8	21.1	206	26.7
To a low extent	2	16.7	6	15.8	123	18.4
Does not affect at all	0	0.0	3	7.9	74	6.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>38</b>	<b>100.0</b>	<b>797</b>	<b>100.0</b>

According to the findings in Table 4.22, half of the head teachers, 55.2 percent of teachers and 48.9 percent of pupils indicated that school location influenced pupils' dropout rates to a great extent. This implied that school location played a significant role in the completion rates of pupils in primary schools. This concurs with a study by Cheruiyot (2011) who found that even with government subsidy parents still have a burden to pay development fund which affect pupils' completion rates.

The respondents were to show the influence of school location on pupils' dropout rates in primary education using the likert scale strongly agree (1), agree (2), disagree (3) and strongly disagree (4). Head teachers' views are presented in Table 4.22.

**Table 4.23 Head teachers responses on the influence of school location on pupils’ dropout rates in primary education**

Factors under considerations	1		2		3		4	
	f	%	f	%	f	%	f	%
The distance from home to school forces parents to keep their children at home	12	100.0	0	0.0	0	0.0	0	0.0
Mode of transport costs forces pupils to miss school due to lack of money	10	83.3	2	16.7	0	0.0	0	0.0
Lack of money force parents to let their children drop from school	12	100.0	0	0.0	0	0.0	0	0.0
Insecurity on the route to and from school forces parents to let their children drop from primary schools	12	100.0	0	0.0	0	0.0	0	0.0
Inability to pay school levies for transport cause a pupils to be absent from school resulting in negative achievement	12	100.0	0	0.0	0	0.0	0	0.0
Lack of fees force pupils to repeat classes	8	66.7	2	16.7	2	16.7	0	0.0

The data presented in Table 4.23 shows that all of the head teachers strongly agreed that the distance from home to school forces parents to keep their children at home, mode of transport costs forces pupils to miss school due to lack of money, lack of fees also contributes to school dropout. Furthermore, insecurity on the way to and from school forces parents to let their children drop from primary schools as well as the inability to pay school levies also causes pupils to be absent from school resulting in pupils’ dropout. There is a possibility that the accessibility of primary education attributed by school location hinders pupils’ completion rates in the study area.

Table 4.24 presents the teachers response on the likert scale.



**Table 4.24 Teachers’ responses on the influence of school location on pupils’ dropout rates in primary education**

Factors under considerations	1		2		3		4	
	f	%	f	%	f	%	f	%
The distance from home to school forces parents to keep their children at home	29	76.3	5	13.2	4	10.5	0	0.0
Mode of transport costs forces pupils to miss school due to lack of money	24	63.2	7	18.4	5	13.2	2	5.3
Lack of money force parents to let their children drop from school	38	100.0	0	0.0	0	0.0	0	0.0
Insecurity on the route to and from school forces parents to let their children drop from primary schools	35	92.1	3	7.9	0	0.0	0	0.0
Inability to pay school levies for transport cause a pupils to be absent from school resulting in negative achievement	38	100.0	0	0.0	0	0.0	0	0.0
Lack of fees force pupils to repeat classes	38	100.0	0	0.0	0	0.0	0	0.0

In the case of teachers as presented in Table 4.24, majority of them (76.3%) felt that the distance from home to school forces parents to keep their children at home. It may be deduced that pupils’ education is affected by lack of basic amenities that are perceived insignificant by most parents, lowering their completion rates in primary schools. 63.2 percent of the teachers, levies charged were a barrier to pupils’ dropout rates in primary schools. The findings imply that the location of school through direct and indirect costs influenced pupils’ dropout rates. This is supported by Croft (2003) who noted that children combine household duties with schooling and therefore were unable to attend

schools on a regular basis. The majority of teachers indicated that pupils drop out of school to run family businesses and get employed, while others simply give up for other businesses from education. This concurs with a report by UNESCO (2001) which indicated that parents view the benefit of education as far-fetched and choose to pre occupy their children as casual labour where immediate income is guaranteed. Table 4.25 presents the pupils responses on the likert scale.

**Table 4.25 Influence of school location on pupils’ dropout rates in primary education as perceived by pupils**

<b>Factors under considerations</b>	<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>F</b>	<b>%</b>
Mode of transport costs forces pupils to miss school due to lack of money	42	10.6	71	17.9	125	31.5	159	40.1
Lack of money force parents to let their children drop from school	197	49.6	102	25.7	58	14.6	22	5.5
Insecurity on the route to and from school forces parents to let their children drop from primary schools	301	75.8	76	19.1	38	9.6	0	0.0
Inability to pay school levies for transport cause a pupils to be absent from school resulting in negative achievement	219	55.2	66	16.6	58	14.6	54	13.6

According to data presented in Table 4.25, most of the pupils (47.8%) felt that lack of adequate funds to cater for various costs like transport to and from school hinders pupils' access primary education. Mode of transport issues like lack of money and insecurity forced them out of school or delayed their attendance thus affecting their completion rates. The findings implied that insufficient funds affect pupils' dropout rates. The findings were in line with observations from Oyedepo, Fadugba and Odesanya (2016) that parents are encouraged to pay levies to be used to fund school projects. This showed that location of school influence pupils' dropout rate in primary schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter covers the summary of findings, conclusions, recommendations and suggestions for further research.

#### **5.2 Summary of the study**

The purpose of the study was to investigate the influence of motorcycle (bodaboda) business on pupils' dropout rates in primary education in Rangwe Sub County in Homa Bay County. It was guided by the following research objectives; to determine how gender related issues influence pupils dropout rates in primary education, to assess the influence of use of motorcycle transport on pupils' dropout rates in primary education, to determine the influence of socio-economic factors on pupils' dropout rate in primary education and to establish the influence of school location on pupils' dropout rate in primary education in Rangwe Sub County.

The study reviewed related literature from different scholars' works informed by the study objectives. The study was guided by human capital theory. It adopted descriptive survey design. The researcher used questionnaires and interview guide to collect quantitative and qualitative data. Piloting was conducted in order to determine the reliability and validity of the instruments. Data was analyzed qualitatively and quantitatively.

### **5.3 Summary of the major findings**

#### **5.3.1 Gender related issues and pupils' dropout**

The study findings revealed that 66.7 percent of head teachers' respondents, 68.4 percent teachers and 57.4 percent of pupils affirmed that gender related issues influenced pupils' completion rates at a great extent. The study further established that early pregnancies leading to school dropouts was listed as a major problem facing girl education. It was established that about 30.7% of pupils never made it to secondary schools due to poverty, early marriage, early pregnancy and the desire for quick money with boys engaging in bodaboda business.

#### **5.3.2 Mode of transport and pupils' dropout**

The study established that the majority (46.9%) of the pupils indicated that they used motorcycle as a mode of transport. This is an indication that most of the pupils relied on bodaboda transport to get to and from school, implying that bodaboda business had an influence of pupils participation in school. The study established that bodaboda transport was preferred among pupils because it was a faster mode of transport. Further, the study established that bodaboda operators befriended pupils especially girls giving them free rides to and from schools. This was likely to cause more dropout of girls as compared to boys because of the favors accorded to them by riders who end up seeking sexual favours as the preferred mode of payment for the free rides.

### **5.3.3 Socio-economic factors and pupils' dropout**

The study established that most parents were unable to raise adequate amount of fees to pay for their children hence leading to increased pupils' dropout rates in primary education. The research findings established that pupils from low income families drop out of school more frequently than those from middle and higher income families as indicated by a mean of 3.54 and a standard deviation of 0.70. This was due to greater constraints experienced by low income families lowering pupils' dropout rates despite the efforts by the Kenyan Government in providing Free Primary Education. Furthermore, the study established lack of school fees caused pupils to be sent home oftenly reducing their morale or else self esteem to complete education.

### **5.3.4 School location and pupils' dropout**

The study established that the location of the school influenced pupils' dropout rates in education to a high extent. Further, the study established that the distance from home to school forced parents to keep their children at home while insecurity and transport costs also caused some pupils to be absent from school resulting into poor academic achievement.

## **5.4 Conclusion**

Motorcycle business is a major contributing factor to school dropout. The need for easy money, poverty and long distance between some public schools and homes have impacted negatively on pupils' progression to the next level of schooling. The parents' level of education, economic and culture have a strong bearing on pupils' academic aspirations with little or no significant motivation

coming from parents. It seems from the findings that the head teachers, teachers and parents have no control over what takes place after pupils leave home and school. Further, it is clear that acquisition of basic wealth is perceived to be a limitation to pupils' progression. There is a significant relationship between parents socio-economic status and pupils progression with pupils from low income households dropping out to engage in informal business sectors more frequently than those from middle and higher income families.

### **5.5 Recommendations**

In the light of the findings and conclusions of this study the following recommendations were made;

- i. There is need to strengthen guidance and counseling through contracting professional counselors by the school administration to the primary schools to encourage pupils to seek help to curb the drop out.
- ii. There is need for educationists and local administration to create platforms to provide parental awareness on the importance of girl-child education for them to consider investing in the education of the girl child equitably to that of the boy child.
- iii. The school administration and the PTA should endeavor create income generation projects/ventures to assist parents from low income families raise funds for pupils' education, so as to reduce their dropout due to lack of basic amenities.
- iv. The Ministry of Education Science and Technology (MOEST), other stakeholders and education partners should provide and allocate more bursaries, through the various counties, for pupils and streamline the

procedures followed in allocation those bursaries. This would enable pupils to complete primary education since majority drop out due to lack of fees.

### **5.6 Suggestion for further research**

The following areas for further research were suggested:

- i. A study should be carried out to find out the possible policies that can be put in place to improve the completion rates of pupils in Kenya.
- ii. A study can be carried out to evaluate the influence of societal attitude of pupils dropout rates in primary education.
- iii. A study can be carried out on school completion rates among pupils in other sub-counties in the country to compare the study findings.



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**APPENDICES**

**Appendix A: Introduction letter**

UNIVERSITY OF NAIROBI,  
SCHOOL OF EDUCATION,  
P.O.BOX 30197,  
NAIROBI

DATE.....

The head teacher

.....Primary School

Dear Sir/Madam,

**RE: REQUEST FOR PARTICIPATION IN RESEARCH**

I am a student in the University of Nairobi, Department of Educational Foundation pursuing Master's Degree. I am currently undertaking research on Influence of motorcycle (bodaboda business on pupils drop out in the Public Primary Schools in Rangwe Sub-County, Homa-Bay County, Kenya). Your school is one of those chosen for the study.

Please, kindly assist by providing the information from the various sought items. You are assured that the information you provide will be used for academic purposes only and would be treated with utmost confidentiality.

Yours faithfully

Joseph Kipkoech Keino

**Appendix B: Questionnaire for headteachers and teachers**

**SECTION A: respondents background information**

Dear Respondent, I am a student pursuing a master’s degree in Educational Foundation and I am undertaking a research titled ‘*Influence of Motorcycle (Bodaboda) Business on Pupils’ Drop-Out In Public Primary Schools In Rangwe Sub-County, Homa-Bay County – Kenya*’. I request your full participation and information collected will be treated with confidentiality and only used for academic purposes.

**Section A: Demographic Information**

1. Indicate your gender? Male  Female
2. Your age bracket (Tick whichever appropriate)  
Under 25 years  26 – 30years  31 – 40years  41 – 50years  56 and above
3. What is your education level? (Tick as applicable)  
Certificate  Diploma   
Bachelors’ degree  Masters  Others-specify.....
4. How long have you been working in the school? (Tick as applicable)  
Less than 1 year  1-5years  6-10 years  above 10years  10 years

**Section B: Gender related factors on school dropout**

5. What is the total number of pupils in your class? Male  Female
6. How would you rate the daily attendance of pupils in your class?  
Very good  Good  Satisfactory  Poor
7. Between boys and girls who would you say attends school consistently?  
Boys  Girls
8. To what extent do you agree with the following statements showing the influence of gender related issues on pupils’ dropout rates in primary education? Using the following likert scale: strongly agree (1), agree (2), disagree (3) and strongly disagree (4).

Factors under considerations	1		2		3		4	
	F	%	f	%	f	%	F	%
Concentration and attention in class of married pupils who are still in school is very low leading to dropout								
Regular school attendance of married pupils who are still in school is low leading to dropout								
Pregnancies make girls to drop out of school								
Gender related issues affect boys and girls retention in school								
Gender related issues negatively affect pupils’ dropout rates in education								

9. In your view, what is the cause of low attendance?  
 .....
10. If satisfactory or poor what is the cause of low attendance.....  
 .....
11. How many pupils have left your class in the last one year?  
 Male [ ] Female [ ]
12. If yes, what could be the causes of school drop out of either?  
 a) Girls.....  
 b) Boys.....
12. Do you have any pupils who have dropped out of school due to pregnancies?  
 Yes [ ] No [ ]

**Section C: Use of motorcycle transport by pupils and school dropout.**

13. Which means of transport do pupils use when going to school?  
 On Foot [ ] Motorcycle [ ] Bicycle [ ] Vehicle [ ]
14. Between boys and Girls who are the main users of Bodaboda?  
 .....
15. Below are statements explaining the reasons for the use of Bodaboda.  
 Tick where applicable.

Reasons	Strongly agree	Agree	Disagree	Strongly disagree
a) Parents own bodaboda				
b) They come from too far				
c) To avoid being late				
d) Peer influence				
e) They are friends to bodaboda operators				
f) They get free rides				

16. a) Do you think there are other reasons for school dropout? Yes [ ] No [ ]  
 b) If yes, give reasons  
 .....

**Section D: The location of the school on school dropout**

17. Does your school have a fence?  
 Yes [ ] No [ ]

- 18. If No, does it influence school dropout?  
Yes  No
- 19. Do you have a bodaboda terminus near your school?  
Yes  No
- 20. If your answer is yes, does it influence school dropout?  
Yes  No
- 21. Do you have enough space in your classes?  
Yes  No
- 22. If congested, does it influence school dropout?  
Yes  No

**Section E: Socio-economic status on school dropout**

- 23. How do you rate the economic status of majority of the parents?  
High  Medium  Low
- 24. What is the source of livelihood of majority of parents?  
Bushiness  Large scale farming  Salary employment  Petty trade   
Small scale farming  other  
(specify).....
- 25. Does a majority of parents find it difficult to buy school provisions such as uniforms and reading materials for their children?  
Yes  No
- 26. What economic activities that prevent children from attending school?  
.....  
.....
- 27. Suggest ways of preventing pupils' dropout in public primary schools?  
.....  
.....

*Thank you for participating in the study*

### Appendix C: Questionnaire for pupils

**Section A: Demographic Information**

1. Please indicate gender Male  Female
2. What is your age bracket?  
 10-12years  13-14years  15 years and above
3. Which class are you in? .....
4. Whom do you live with? Both Parents  Mother alone  Father alone   
 A relative  other (specify) .....
5. If your home is far from school, how do you get to school?  
 On foot  Matatu  motorcycle  other (specify).....

**Section B: Gender related factors on school dropout**

6. How would you rate the following reasons for school dropout? Tick appropriately.

	Reasons	Yes	No	Not applicable
A	Do you pay for the transport to and from school?			
B	Do you get free rides sometimes?			
C	Do you have a boyfriend among bodaboda operators?			
D	Would you like to own a motorcycle?			
E	Do you have a friend who teaches you how to ride a bodaboda?			

7. Does bodaboda business contribute to school dropout? Yes  No   
 If yes, give reasons.....

**Section C: Use of motorcycle transport by pupils and school dropout**

8. a) Would you like using bodaboda when going to school? Yes  No   
 b) If yes, give reasons .....
9. a) Do you think bodaboda business influence school dropout? Yes  No   
 b) If yes, give reasons .....
10. a) Do you think bodaboda operators are behind the pupils' pregnancies? Yes  No

b) If yes, why?

.....

**Section D: The location of the school on school dropout**

- 11. Do you have enough classrooms in your school? Yes [ ] No [ ]
- 12. Does your school have a fence? Yes [ ] No [ ]
- 13. Does your school near the bodaboda terminus? Yes [ ] No [ ]

**Section E: Socio-economic status on school dropout**

- 14. What do you use to go to school? .....
- 15. What is the distance from your home to school? Far [ ] Near [ ]
- 16. How do you organize for your lunch? Carry [ ] Buy [ ] Go back home [ ] Not applicable [ ]
- 17. If you are given money for lunch, is it enough? Yes [ ] No [ ]

## **INTERVIEW GUIDE FOR BODABODA OPERATORS**

### **Section A: Demographic information**

1. Give your gender Male  Female
2. How old are you? 12-16years  below 20 years  above 20 years
3. What is your level of education? .....
4. For how long have you been operating bodaboda business? .....

### **Section B: Gender related factors on school dropout**

5. a) Do you transport both boys and girls? Yes  No   
b) if yes, how often? .....
6. What are the differences in handling of both boys and girls?  
.....  
.....
7. a) It is said that boys would want to be bodaboda operators. Yes  No   
b) Please explain your answer in 7(a) above.....  
.....
8. It is said that you impregnate school going pupils. Yes  No
9. a) Do you provide free riding lessons for boys? Yes  No   
b)What motivates you to provide free riding lessons for boys?  
.....  
.....

### **Section C: Use of motorcycle transport by pupils and school dropout**

10. a)For how many kilometers do you cover when taking these pupils to school?  
.....  
.....
- b) What are some of the challenges you face in the business?  
.....  
.....

### **Section D: The location of the school on school dropout**

11. Do you have motorcycle bodaboda terminus near the schools? Yes   
No
12. Why do you like carrying school children?  
.....  
.....

### **Section E: Socio-economic status on school dropout**

13. a) Do you experience any problems when carrying pupils to school?  
Yes  No   
b) If yes, give reasons.  
.....  
.....
14. What are other problems?  
.....  
.....



## Appendix D: Authorization letter



**UNIVERSITY OF NAIROBI  
COLLEGE OF EDUCATION & EXTERNAL STUDIES  
SCHOOL OF EDUCATION**

Telephone: 0724692079

P.O. BOX 30197, 00100 NAIROBI

P.O. BOX 92, 00902 KIKUYU

October 7, 2019

National Commission for Science, Technology and Innovation (NACOSTI)  
P. O. Box 30623, 00100  
**Nairobi, KENYA**

Dear Sir/Madam

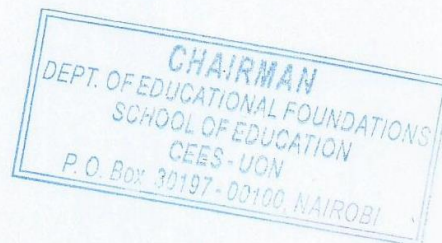
**RE: APPLICATION FOR AUTHORITY TO CONDUCT RESEACH IN KENYA:  
KEINO KIPKOECH JOSEPH – E56/83345/2015**

This is to certify that **Keino Kipkoech Joseph Reg. Number E56/83345/2015** is a student at the University of Nairobi, Department of Educational Foundations pursuing Master of Education in Sociology. He is seeking authorization to conduct research titled **"Influence of Motorcycle (BODABODA) Business on Pupils' Drop-out in the Public Primary Schools in Rangwe Sub-County, Homa-Bay County – Kenya.**






Kindly assist him to acquire research permit to enable him continue towards completion of his work.

Yours faithfully,

**Mr. Isaac Muasya  
CHAIRMAN,  
DEPARTMENT OF EDUCATIONAL FOUNDATIONS**



## Appendix E: Research permit

 <b>REPUBLIC OF KENYA</b>	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
<b>RefNo: 649316</b>	<b>Date of Issue: 23/October/2019</b>
<b>RESEARCH LICENSE</b>	
	
<b>This is to Certify that Mr. Keino Joseph of University of Nairobi, has been licensed to conduct research in Hombay on the topic: INFLUENCE OF MOTORCYCLE (BODABODA) BUSINESS ON PUPILS DROPOUT IN THE PUBLIC PRIMARY SCHOOLS IN RANGWE SUB COUNTY HOMA BAY COUNTY KENYA for the period ending : 23/October/2020.</b>	
<b>License No: NACOSTI/P/19/2356</b>	
<b>649316</b>	
<b>Applicant Identification Number</b>	<b>Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
	<b>Verification QR Code</b>
	
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