

**INFLUENCE OF MOTORCYCLE BUSINESS ON BOYCHILD SCHOOL
DROPOUT IN PUBLIC SECONDARY SCHOOLS IN NYAMIRA SOUTH SUB-
COUNTY, NYAMIRA COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the student

This project is my original work and has not been presented for a degree in any university or for any other award.

Signature.......... Date.....4.11.2024.....

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Approval by supervisor

I confirm that the work reported in this project was carried out by the candidate under my supervision.

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DEDICATION

I dedicate this research work to my daughters, Andrea Nehema Ong'era, Rachael Kerubo Ong'era and Lyla Bosbori Ong'era and to my loving husband Theophilus ongera.



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My appreciation goes to almighty God who made it possible for me to do this work up to completion .Secondly,I acknowledge my supervisor Dr. Zachary Ondieki for his guidance, insights that made this work able to be done. I also wish to acknowledge different authors and researchers whose books, articles, journals and theses formed my writing of this project.I wish to appreciate the ministry of education,Nyamira county Director of education for approving my letter to allow me collect data in various schools in the sub county. Warm appreciations to school principals ,teachers and students who provided information freely that constituted the findings of this task. Regards to the parents, bodaboda managers , operators and all the respondents of the questionnaires .



ABSTRACT

In Kenya, just like other countries, there is tremendous increase in transportation of people and goods. The available means of transport can not sustain the transportation of goods and services. On the other hand, there is increased unemployment despite the increased cost of living and high levels of need for educated citizens. This has resulted to many youth including school going boys dropping out from school and engaging in motor cycle business. This study essentially focused on how the motor cycle business has influenced the boychild dropout from public secondary schools in Nyamira south subcounty, Nyamira county in Kenya. The study was guided by the following objectives; to investigate how the use of motorcycles as a mode of transport determines the boychild dropout from secondary schools in Nyamira south subcounty, to find out how peer pressure influences the secondary school going boys to drop out of school and involve themselves in motor cycle business and to establish how the parental social economic levels influence the boychild to engaging in bodaboda business hence drop out of public secondary schools of Nyamira south. The study was based on Maslows hierarchy of needs theory and Tintos model of student retention. The study adopted a descriptive survey design with a target population of 40 public secondary schools, 80 parents, 36 school principals, 240 teachers, 400 boys students of form one to four, 180 motorcycle operators in Nyamira south, Nyamira county. Stratified sampling techniques was used to get the schools to be sampled to participate. The entire population was divided into two strata based on two divisions in Nyamira south; Nyamira and Nyamaiya divisions. Random sampling was used to sample teachers, students and motorcycle operators. Therefore the sample of the study was 20 public schools, 40 parents, 18 school principals, 120 teachers, 200 form one to four boys and 90 motor cycle operators of Nyamira south. The researcher used questionnaires for teachers, students and bodaboda operators to collect quantitative data. Both questionnaires and interviews were used to collect qualitative data. Piloting was done to establish validity of these instruments. Reliability was tested using the test-retest technique to get a correlation coefficient of 0.88. Quantitative data was coded consistently with the various variables and evaluated using computers using the statistical package for social sciences (SPSS). The analysis of the quantitative data collected was done using the descriptive statistics. Qualitative data was analysed using themes. The findings was presented using graphs and tables and appropriate recommendations made. It was established that 48.85% of those boys that dropped school and engaged in motor cycle business were using motorcycle as a means of transport to and from school. 20% of those who dropped out of school got influenced by others who had dropped out of school to engage in bodaboda business. 15% of the school dropouts were from social-economically low family backgrounds, and so tried to create some money from the business. These data after analysis led to a conclusion that these three factors may have led to the increased school dropout among other factors. The students who used motor cycles to school developed an interest to venture in the business hence dropped out of school. The study recommends that similar studies be carried out with a larger population from other subcounties.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | | |
|----------------|---|---|
| FSE | : | Free Secondary Education. |
| MOE | : | Ministry Of Education. |
| UNESCO | : | United Nations Educational,Scientific and and Cultural Organization |
| SPSS | : | Statistical Package for Social Sciences. |
| IJDSI | : | International Journal Of Developmentand Sustainability. |
| KNA | : | Kenya News Agency. |
| UNICEF | : | United Nations Children’s Education Fund. |
| SWLDs | : | Student with Learning Disabilities. |
| NACOSTI | : | National Commission for Science ,Technology and Innovations. |



CHAPTER ONE

INTRODUCTION

This chapter contains the following subsections; background of the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, importance of the study, the scope of the study, limitations of the study, assumptions of the study and definitions of the key terms.

1.1 Background of the study

The history of the motorcycle begins in the second half of the 19th century. Motorcycles are descended from the "safety bicycle," a bicycle with front and rear wheels of the same size and a pedal crank mechanism to drive the rear wheel. Despite some early landmarks in its development, the motorcycle lacks a rigid pedigree that can be traced back to a single idea or machine. Instead, the idea seems to have occurred to numerous engineers and inventors around Europe at around the same time. Transportation of people and goods on land has been greatly improved all over the world of late with invention of a variety forms 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).

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 hire.

Classified traffic surveys along six road links reveal a mode share for commercial motorcycles between 20 percent and 40 percent. An interesting observation is the complementarities between motorcycle and bus travel. That is, the initial and final segments of minibus or share taxi trips.

In Nigeria, Lagos. The use of motorcycles as a public transport began in 1980 by a group of individuals in the Agege local government area. They were initially used to supplement family incomes by working after normal work hours. With a decline in formal public transport system, the operation spread to other areas and became a popular mode by the early 1990s, and almost 10,000 motorcycles were registered for commercial purposes by 1995. Economic recession and high inflation contributed to the increasing popularity of this mode among unemployed, increasing to almost 200,000 by 2007.

On the other hand, the very low motorcycle share on the 3rd Mainland Bridge is because this is a major highway and there is a ban on the use of commercial motor. 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. THIS 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 Busia (Uganda) and town of Malava (Kenya). Kisaalita Sentongo - Kibalama (2007). The name Motorcycle also took the name Bodaboda. In Uganda’s capital city, motorcycle are second in command after agriculture as far as how employment demographics is concerned. In countries like Kenya, motorcycle (Bodaboda) fetches an estimated one billion a month. The boda boda is a common mode of transport that has gained popularity in nearly all corners of the country.

In busy towns such as Nairobi, commuters prefer the motorcycle for its ability to navigate through time-consuming traffic jams. The industry has also gained popularity over time because of the ability to absorb many jobless youth, easing pressure on the government to find employment for its growing population.

In an interview with Money Maker, Boda Boda Association chair Kevin Mubadi said the industry is an alternative income earner that rivals many formal jobs. “Majority of riders in busy urban areas make more than Sh2,000 per day while those in rural areas make up to Sh800.”

In the 2021-22 Budget, Treasury Cabinet Secretary Ukur Yatani sought to discourage importation of motorcycles by slapping them with a 10 per cent import duty to encourage local assembly. The industry has also gained popularity over time because of the ability

to absorb many jobless youth, easing pressure on the government to find employment for its growing population.

President Uhuru Kenyatta recently revealed while launching a Sacco for the industry that the sector has 1.4 million riders who collect an average of Sh180 million daily, which amounts to Sh27 billion every month.

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 boda boda starting with the adults up to the school going children as schools are few widespread which has led to pupil.

In Nyamira County and the neighboring counties like Kisii, Homabay and Kericho, Motorcycle Boda-boda constitute the main means of public transport for all passengers as they carry up to three passengers at ago from one place to another on a daily basis. Currently, transportation of students to and from school is done using the Boda-boda. Due to the rise of students attending schools, motorcycles have significant contribution not only on students 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 and students. 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. Education is the process through which individuals are made

functional members of their society (Ocho, 2005). Education has been described as the most important aspect of human development and key to successful living especially among the youth (Mikael, 2011.) United Nations (1993) and children Act (2001) recognizes that education is a basic human right that every child must enjoy. Education is an important tool for imparting knowledge, skills and value from one generation to another (Oluoch 1982). The importance of education as an agent of social – economic development is underscored, yet learners continue to dropout from schools. The universal declaration of human rights 1948 states categorically that education is a fundamental right for all and is protected through various international conventions. UNESCO 2000 also emphasizes that all children have the right to benefit from education .

According to the World Bank (2001), an educated population is essential for economic growth and, more generally, for a higher quality of life. Basic Education Coalition (2004) contend that education is one of the most effective development investments countries and their donor partners can make, hence education is the driving force behind any strong economy and a prerequisite for social and economic growth (Lock heed & Verspoor,1991). It creates opportunities and provides societies with a skilled workforce that is necessary for stimulating development (Govender & Steven, 2004.) It is also generally considered a key factor in reducing poverty and child labor. The patterns and process of school dropout are likely to be substantially different for boys and girls.

1.2 Statement of the problem

The government of kenya has laid down policies and measures in place to ensure education for all children such as provision of subsidized education through Free Secondary Education. Despite this ,there is an increased dropout of most students from school especially boys from public secondary schools.The emergence of motor cycle

business in Nyamira south subcounty has led to many school going boys students to drop out of school and venture into this kind of business. There are various reasons that has led to the increased boy child school dropout. This study examined some of the factors that essentially motivates the boychild students into commercial motorbike transport and how this increases school dropouts.

1.3 Purpose of the study

The purpose of the study is to assess the influence of motorcycle business on boychild dropout from public secondary schools in Nyamira south subcounty, Nyamira county, Kenya.

1.4 Objectives of the study

The following objectives was guiding the study;

- i.) To investigate how the use of motorbikes as a mode of transport has influenced the boychild dropout from public secondary schools in Nyamira south subcounty, Nyamira County.
- ii.) To find out whether peer pressure influences the secondary school going boys to drop out of school and involve themselves in bodaboda business in Nyamira south subcounty, Nyamira county, Kenya.
- iii.) To establish how the parental social-economic levels influence the boychild to engaging in motorcycle business leading to dropping out of secondary schools in Nyamira south subcounty, Nyamira county.

1.5 Research Questions

To achieve the stated objectives above, the study was guided by the following study questions.

- i.) How does the use of motorcycles as a mode of transport influence the boychild dropout from public secondary schools in Nyamira south, Nyamira county?
- ii.) Can peer pressure factor influence the secondary school going boys to drop out of school and venture into motorcycle business in Nyamira south, Nyamira county?
- iii.) How does the parental social-economic levels influence the boychild to engage in motorcycle business leading to dropping out of secondary schools in Nyamira south, Nyamira county?

1.6 Significance of the study

The study findings assisted educational planners and stakeholders to put up measures that may enable prevention of motor cycle business related dropouts from secondary schools. The research results may also enlighten education policy makers to make informed choices and lay down strategies and campaigns against the boychild dropping out of secondary schools to venture into the bodaboda business. The research would form the basis of for further research.

1.7 Scope of the study

The study was confined to evaluation of how the motorcycle business has led to increased boychild dropout from public secondary schools in Nyamira south subcounty in Nyamira county. The components to be assessed included; the use of motorbikes as a mode of transport in the schools localities, the peer pressure among the secondary school boys to

engage in motorcycle business and consequently drop out of school and lastly the parental social-economic levels that influence the boys in secondary schools and engage in bodaboda business. The study was conducted between August 2022 and December 2023.

1.8 Limitations of the study

Study limitations include;

- i. School principals, teachers and parents were not willing to take part and offer sincere information regarding those students who have dropped out of school and engaged in boda boda business. The researcher therefore assured the respondents that the study was for academic purposes and not for any kind of victimization.
- ii. Some students were frightened of responding to the research questions for worries that they were to be victimized by school authorities. The researcher briefed them earlier and assured them of confidentiality.
- iii. Some motorbike operators could not comprehend all the questions. To address this, the researcher had an interpreter in advance.

1.9 Delimitations of the study

The study was confined to the public secondary schools in Nyamira south in Nyamira county. It entirely focussed on the public secondary school since majority of them have similar setups and therefore guided by same policies from the ministry of education, Kenya.

1.10 Assumptions of the study

The study had the following assumptions.

- i. Secondary school boys were increasingly dropping out of school to engage in motorcycle business in Nyamira south ,Nyamira county.
- ii. Respondents were to be available and gave sincere responses.



1.11 Operational Definations of Key Terms

Boychild: This is a male child aged between 4-17 years of age.

Motorcycle: This is a two-wheeled vehicle powered by an engine. It is also called a motorbike, bike or cycle. In some instances it is referred to as bodaboda in common language.

School dropout: The act of quitting high school before you graduate due to various reasons.

Free Secondary Education: A situation wherein the government offers free education to the learners in public secondary schools.

Retention: Ability to keep learners within the school until completion.

Education: The process of acquisition of expertise, abilities and attitudes through a learning process.



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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section deals with the literature review introduction, review of empirical literature, theoretical framework, conceptual framework and research gaps. This was the review of literature related to the influence of motorcycle business on dropout from public secondary schools. The literature was drawn from books, internet, scholarly articles and websites, government publications other resources which may have information on the same.

2.1 Empirical Literature

An increased decline in organized public transport systems has led to rapid growth in non-conventional means of public transport, initially provided by minibuses and shared taxi/vans, and more recently by commercial motorcycles. Unlike global cities, ownership and use of motorized two-wheelers as a personalized vehicle is very small in sub-Saharan cities. However, over the past decade there has been a significant growth in the use of motorcycles as a commercial public transport mode.

Mwihi M.(2017) on his study about the factors influencing boy child drop out from secondary schools found out that the socio-economic, socio-cultural and learner characteristics influence boy-child drop out from public secondary schools. The study adopted descriptive survey research design. The researcher targeted 26 public secondary schools, where a sample of 148 respondents comprising of 16 principals and 132 class teachers. The 16 principals were also selected to participate in the study using purposive sampling and simple random sampling to select 132 class teachers. Data was collected using questionnaires and document analysis (school records like registers). The collected

data was analyzed using inferential statistics using the Statistical Package for Social Sciences (SPSS)

The above study did not get the information from parents. The current study included collection of data from the parents and this indicated their feedback which enhanced the data clarity. The principals of the schools should come up with strategies to promote completion rate among boys in public secondary schools like motivating the boys, encouraging guidance and counseling them and starting boy-child welfare that looked into problems faced by boys in school.

According to (Cherotich, 2017) on the research about finding out factors influencing boys to drop out of school. The study was conducted in 32 public primary schools in using descriptive survey. The study comprised of 32 head teachers, 256 class teachers and 880 boys in standard eight 2016 totaling to a target population of 1168. The sample size was 10 head teachers 76, class teachers and 264 standard 8 boys in 10 schools. Reliability of the instruments was determined by piloting research who examined the instruments for content validity. Qualitative and quantitative data was analyzed and presented in tables of frequencies means and percentages. The key findings revealed that broken families, poverty in households and poor supervision by parents affected retention of boys in school. The current study explored more on secondary school boys and also involved collecting data from parents.

According to Ajay (2011) article on understanding the emerging role of motorcycles in African cities, he says that despite this mode of transport offering certain transport advantages in the form of easy maneuverability, ability to travel on poor roads, and demand responsiveness, commercial motorcycle service growth has also led to an increase in the following harmful ways. There is increased road accidents, traffic management problems, pervasive noise and increases in local air pollution and

greenhouse gas emissions .What this researcher fails to capture is the influence of this commercial use of motorcycles on education among the youth .This study provided findings of how this business has led to dropping out of school amongst most boys in secondary schools.

Government efforts to regulate the market have had the contrary impact of compounding the problem by distorting market structures. The growth in the use of commercial motorcycles has also dispelled one of the commonly held illusions: fare controls in the public bus market are often justified to support affordability for a vast majority of low-income population; however, commercial motorcycles are more expensive than the lowest bus fares, but are increasingly being patronized by the people.

Members of National Development Technical Committee (NDITC), projects assessment that most students have become accustomed by earning some little money from the business and had developed a tendency of engaging in the small-time business .Learners not need to be tempted by getting little money but should focus on working hard in academics to eventually get in well- paying professions rather than dropping out of schools and later on leading a miserable life.

2.1.1 Use of motorcycles as a mode of transport and boy child secondary school dropout

Kombe James et al (2018) on their study on the socio-economic factors that influence boy-child dropout from public day secondary schools in Kilungu, Machakosi. The study adopted descriptive survey research design. The target population was comprised of the 11 principals of the public day secondary schools, 25 class teachers from Form 3 and Form 4 classes in the eleven schools, 550 boys (Form 3 and Form 4 boys only). Simple random sampling technique was used to select a sample size of 6 public day secondary schools out of 11. The principals and the class teachers of the selected secondary schools

were selected to be part of the sample while the boys were selected through simple random sampling to a maximum of 300 making a total of 318 respondents. Data was collected using questionnaires, interviews and document analysis (school records like registers). The collected data was analyzed using both descriptive and inferential statistics using the Statistical Package for Social Sciences (SPSS). The findings of the study were that family size influences boy-child drop out from public day secondary schools positively ($r = +0.512$), parental level of education also influence boy- child drop out from public day secondary school ($r = +0.609$) and parental income influence boy-child drop out from public day secondary school ($r = +0.732$) in Kilungu .The current study had a larger sample size and therefore had more data obtained for the study.

Learning and teaching process is also influenced with other factors such the school location in relation to the teacher and student, the means of transport used by learners and teachers to and from school, the availability of these modes ,and together with the costs incurred (Ajayi,2001).

A study by Nasrudia et al (2011) found out that parents should always ensure the safety and security of their learners to and from school. The study found that the majority of parents used private vehicles to send children to school were primarily influenced by the level of safety (crime and traffic). Parents chose to use personal vehicles to send their children to school because of convenience and quickness. The results of this study gave the true picture of urban lifestyles in terms of school transportation. In addition, parental views and concerns about safety showed the need for the improvement of public security, which was the main factor that encouraged parents to let their children walk or cycle to school. Security problems caused parents to be less interested in the campaign for sustainable transport. Despite the fact that the majority of parents were aware of the dangers of motor vehicles towards the environment and the positive effects of

encouraging their children to walk and cycle to school, safety and security issues discouraged parents to support the use of sustainable transportation. Therefore, safety issues must be resolved, efforts to reduce obesity among children must be implemented, and methods to improve air quality should be further developed to support the relationship between planning and physical activity. This can positively affect the development of a healthier society, especially among school children. This study proved that integrated urban development planning in terms of efficiency and safety was one of the factors that encouraged non-motorized travel.

2.1.2 Peer pressure influence boy child school dropout and engagement in boda-boda

Peer pressure from positive minded people has an impact. An environment with indifference, ignorance, social discord, improper family care and guidance, permit deviant behavior among the youth. This make a student grow as trained person, socially maladjusted or fiddle minded individual and uncaring to an extent. The ability of such a student to learn is greatly impaired. The government's efforts through the Ministry of Education to appoint a guidance and counseling teacher in all schools with an aim of helping students to overcome this challenge.

Omollo A (2017) in his study on effects of peer influence on students drop out rates asserts that peer influence among secondary students, which is a kind of a social pressure on them to adopt a type of behavior, dress, or attitude in order to be accepted as part of a group, affects them either positively or negatively by dropping out of school.. The work of Castillo (2010) suggested that there are students who influence others positively as they display discipline and become role models for others to emulate or negatively as they portray social problems like immoral behavior because at this level, the youths seek to establish their independence from their parents due to new life styles, growth of unruly

character epitomized by drug addiction, alcoholism, wild cat, strikes in schools and carefree sex behaviors. Peer pressure which can bring about dropping out of school is one of the most serious important issues being emphasized by the developing governments of the world (UNICEF, 2001).

However, certain factors encroach in and impede the educational progress of young people in the society. Rumberge (2001) they asserted that, there are three main categories of peer influence that can lead to dropout. These include: Outside influences-brought by friends and peer pressure from other high school dropouts, lack of interest in gaining education and teen pregnancies which has accounted for a higher percentage of girls who drop

out of secondary schools. These categories can only be managed by the head of the institutions with the support of the parents and other education stakeholders. Moreover, prefects and schools guidance and counseling masters are equally key in this regard (Mudis & Yambo 2015).

These studies fail to capture how peers influence the boy students to drop out of school and engage themselves in doing little businesses such as commercial riding of motorcycles.

In this study the researcher sought to find out ways in which the peers try to influence the school going boy child to drop out and engage in the business of motorcycles. They can either start by training them on how to ride the motor bikes or riding them such that they end up developing interests on the same. They can be even telling them how they are making money through the boda boda business. Eventually, they end up dropping out of school and ventures into the same business.

Kiwanuka R (2018) In the study investigating the relationship between peer influence, substance abuse and risk to drop out of school among secondary schools. The research

results concluded that more secondary school adolescents are influenced to drop out of school and engage in other inappropriate behavior by their peers. Study investigated relationship between peer influence and substance abuse; peer influence and risk to drop out of school; substance abuse and risk to drop out school; and the differences between risk to drop out of school among secondary school adolescents at different level of substance abuse. A correlational study design was employed utilizing a sample of 330 respondents. Data was collected using questionnaires and analyzed using Statistical Package for Social Scientists (SPSS) Version 23. The study could be effective if also interviews could be used to obtain qualitative data. The current study adopted use of these interviews.

2.1.3 Parental social-economic levels influence on boy child school dropout.

Muen K.R(2015)in the study investigating the socio-economic factors that influence boy-child dropout from public day secondary schools in the society. The study was to find out that family size influences boy-child drop out from public day secondary schools positively ($r = +0.512$), parental level of education also influence boy-child drop out from public day secondary school ($r = +0.609$) and parental income influence boy-child drop out from public come influence the drop out of the boy-child from public day secondary schools. The study adopted descriptive survey research design. The target population was comprised of the 11 principals of the public day secondary schools, 25 class teachers from Form 3 and Form 4 classes in the eleven schools, 550 boys (Form 3 and Form 4 boys only). Simple random sampling technique was used to select a sample size of 6 public day secondary schools out of 11. The principals and the class teachers of the selected secondary schools were selected to be part of the sample while the boys were selected through simple random sampling to a maximum of 300 making a total of 318 respondents. Data was collected using questionnaires, interviews and document analysis

(school records like registers). The current research included the boys from forms and two who are deemed to provide vital information for the study .It adopted a descriptive study design

According to Mwihia C.O(2019) on the study to investigate the factors that influence boy-child dropout from public secondary schools . The study adopted descriptive survey research design. The researcher targeted 26 public secondary schools in Kinangop sub-County, where a sample of 148 respondents comprising of 16 principals and 132 class teachers. The 16 principals were also selected to participate in the study using purposive sampling and simple random sampling to select 132 class teachers. Data was collected using questionnaires and document analysis (school records like registers). The collected data was analyzed using inferential statistics using the Statistical Package for Social Sciences (SPSS V22). The research found out that the socio-economic, socio-cultural and learner characteristics influence boy-child drop out from public secondary schools. This research was also good in considering the parental associated factors and how they determine the student dropout rates. In this case parents could also be part of the respondent. This current research did not only increase the sample size but also include the parents as the respondents. Interviews were also included to gather qualitative data. These are essentially determined by the parent's level of education, levels of income and levels of socialization .These factors influences the secondary school boy child dropping out of school and engaging into the commercial riding of motorcycles. Social factors can be, child abuse ,race ,social status, drug abuse and language(Bryl et al 1989).The interactions of these factors according to Steinberg et al results in students' academic performance, interests in performance and retention of learners in education systems. Household income determines student access to education and the dropout rates from

schools(UNICEF,2005).In low-income households most students was tempted to leave school and engage in commercial activities that can them a living.

2.2 Theoretical Framework

The study was based two theories; Tinto's Model of student retention espoused in July 1997 and Maslow's Hierarchy of needs theory. Tinto's theory of retention to education is based on the idea of 'integration' with three underlying principles.

These principles include: 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 set up in all aspects pertaining acquisition of education. The model identifies that the provision of a conducive environment in terms of resources, safety and attitudes enhanced the students' retention in school and hence reduction of high rates of school dropouts. The theory clearly illustrates the relationships between school enrollment and future income. However ,the theory fails to explain how learners from different background with various levels of economic setups tend to differ in their levels of educational performance.

Jon (2005) defines theory as a set of interrelated concepts, assumptions and generalization that systematically describes and explains regularities in behavior. Jon (2005) further adds that research is inextricably related to theory; therefore, many of misconceptions and ambiguities surrounding theory are reflected in the interpretation of

the meaning and purpose of research. Therefore, it was explicit that a suitable theory be identified to guide the study as hereunder expounded.

This gap therefore, can be explained in this study by basing its concept on Maslow's Motivational Theory of Hierarchy of needs . In a 1943 paper titled "A Theory of Human Motivation," American psychologist Abraham Maslow theorized that human decision-making is undergirded by a hierarchy of psychological needs. In his initial paper and a subsequent 1954 book titled *Motivation and Personality*, Maslow proposed that five core needs form the basis for human behavioral motivation. There is a need of ensuring how meeting learners' basic needs ,such as food, clothing and shelter helps them to be retained in school and therefore reducing school dropout. This enhances academic performance. Maslow's (1943) theory offers a framework for examining factors that contribute to dropout of students with learning disabilities (SWLDs). Maslow suggested that human needs can be arranged in a five-level hierarchy or hierarchy of needs. The higher needs emerge only after lower-level needs have been attained. The first level of the hierarchy contains the physiological needs (age, hunger, sex, food, rest, and thirst). The need for safety and security (protection, stability, freedom from fear and chaos), reside on the second level. The need for love and belonging which is the third level (intimacy, attention and affiliation with group). The fourth level of the hierarchy is the self- esteem needs (feeling of accomplishment). On the highest level of the hierarch is the self-actualization needs (achieving the highest personal potential and fulfillment). Using Maslow's hierarchy of needs, individual needs can be characterized by considering the value of people and their unique needs. Once the schools applied this theory to SWLDs in the school setting, each level of need became an important provision to keeping high school SWLD.

According to Arteaga (2015), on the study of indicators of potential SWLD dropouts include: (a) behavioral infractions, (b) low performance or academic failure, (c) increased absenteeism, (d) poor retention, (e) socioeconomic background, and (f) low self-worth. I sought to provide information regarding what high school dropout SWLDs view as essential to have prevented them from dropping out. In addition, the findings of this study can provide pertinent data for teachers, educational stakeholders, and community leaders that could be utilized to assist efforts aimed to decrease dropout rates of SWLDs.. Maslow suggested that only when students' needs are met (such as belonging and safety) can they exhibit improvement in academic success. Further, Maslow stated that if these needs are not being fulfilled in homes, then they can be fulfilled in schools where a positive school culture is apparent. Thus, high school can serve as a safety net, and school personnel can serve as protectors.

The society also contributes to dropout rate among boys by providing income generating opportunities to school-age going children. All these was due to the poverty that derails the parent's efforts in providing the physiological needs such as food, clothing, shelter and health as Maslow put it. As such these needs became a burden to households; provision of school necessities equally became a problem resulting to temporary withdrawal, which in the long run led to permanent dropout. Boys who suffered from ill health and poor nutrition were inclined to attend school irregularly, were more likely to repeat grades, and eventually dropout. Poor health made it impossible for boys to maintain motivation and sufficiently high levels of concentration.

2.3 Conceptual framework

This entailed an operational definition of way the concept of the study in terms of the relationships of the variables. The independent variables included how the use of motorbike as a mode of transport influences the boy child drop out from school, peer pressure influence on school dropout and how parental social economic levels influence the school dropout .The dependent variable was dropping out of school by the boy child.

Independent variable.

Dependent variable

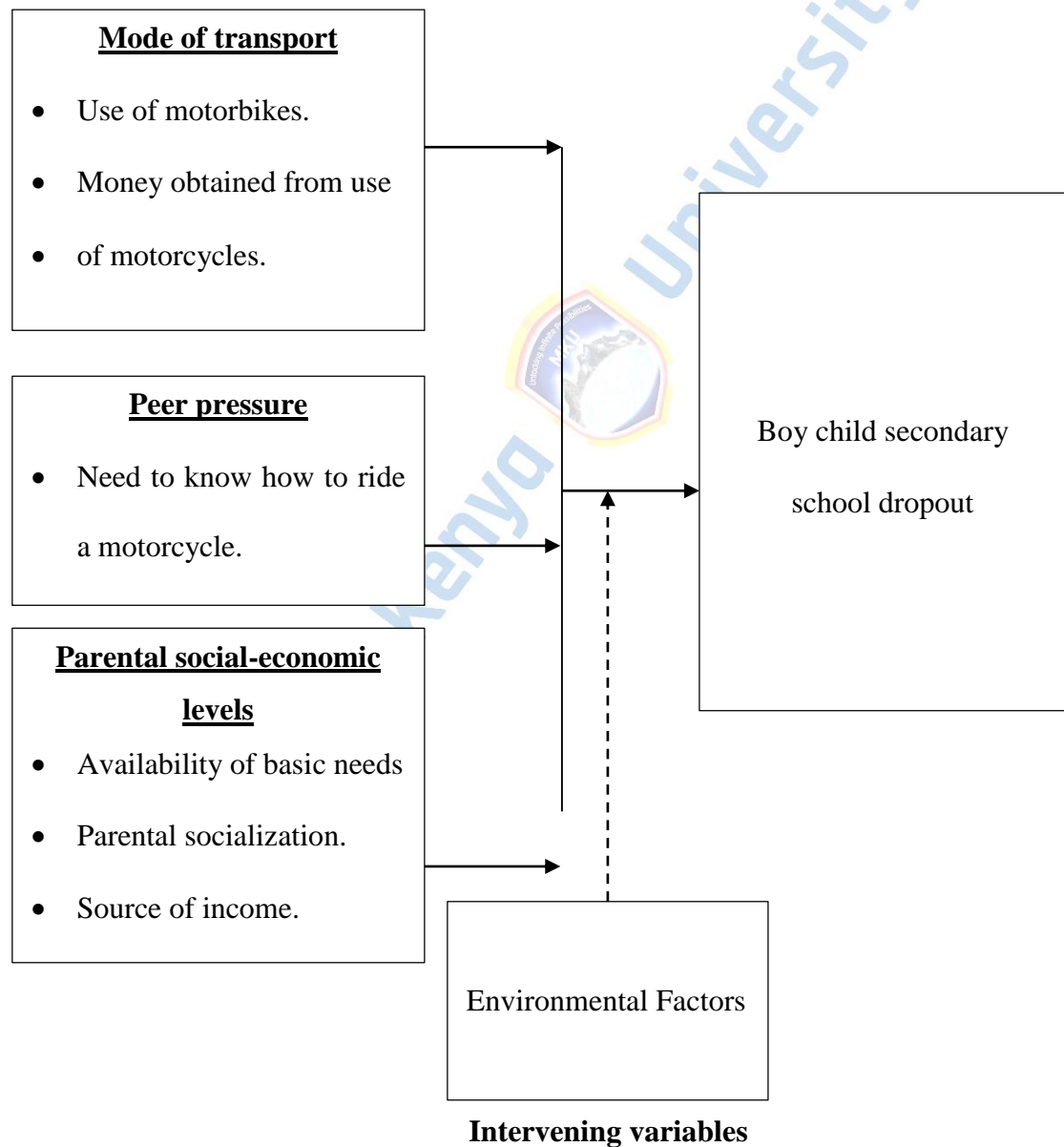


Figure 1: Conceptual Framework

Source: Researcher (2023)

The framework suggests how the variables under study affect the rates at which boys dropped out of secondary schools in Nyamira south ,Nyamira county.

2.4 Research Gaps

Despite putting up all the measures by the government of Kenya through the ministry of education and all the stakeholders, the rate of the boys dropping out of school still keeps increasing. Several researchers have done studies on the various factors that lead to boy child dropout from secondary school such as poverty ,drug abuse ,peer influence ,lack of enough school facilities and even social economic status of parents. None of the studies have been done to determine the influence of motorbike business on boy child students of secondary school dropout .This study therefore was helpful to education stakeholders of Nyamira south ,Nyamira county and the entire globe regarding how to ensure the boys are retained in secondary school until they graduate.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The section explored the study methodology which includes ,research design ,location of the study ,target population of the study sample population and sampling techniques ,research instruments, piloting .validity of the instruments data collection techniques and data analysis procedures and ethical considerations.

3.1 Research Design

The study adapted descriptive survey research design that allowed gathering of information, summarize, interpret and later on present data for clarification (Orodho,2003).This produced statistical information of how the motorcycle business influences secondary school boys to drop out of school.

3.2 Location of the study

The study was undertaken in Nyamira south ,Nyamira county in Kenya. The sub county is boarded by Nyamira North to the north and West Mugirango to the west. It is located within the Nyamira town and sometimes referred to as township, and thus there is a great range of economic activities within this sub county.

3.3 Target population

The population included 40 public secondary schools, 36 school principals 40 parents,240 teachers,400 boys' students from the public secondary schools who was from one to four and 180 motorcycle operators in the study location.

Table 1: Target Population

| Respondents | Target population |
|----------------------|--------------------------|
| Principals | 36 |
| Teachers | 240 |
| Boy students | 400 |
| Motorcycle operators | 180 |
| Parents | 40 |
| Total | 856 |

Source: SCDE Nyamira South Office (2022)

3.4 Sample and sampling procedures.

According to Mugenda (2003), 10%-30% of the target population is sufficient for a descriptive study. The sample population consisted of fifty percent of the goal population. Both Probability and non-probability sampling strategies enabled the study to be able to give each respondent an equal chance to give the response. The sample consisted of the following;

Table 2: Sample population

| Respondent | Population | % | Sampling technique |
|----------------------|-------------------|----------|---------------------------|
| Principals | 18 | 50 | stratified |
| Teachers | 120 | 50 | Random |
| Boy students | 200 | 50 | Random |
| Motorcycle operators | 90 | 50 | Random |
| Parents | 20 | 50 | Stratified |
| Total | 448 | 50 | |

Source: Researcher (2023)

3.5 Data Collection Instruments

These are research tools which are used to gather or acquire data or raw information Oso and Onen(2009).They include questionnaires, interview and statements .Questionnaires were used to collect quantitative data from teachers, boy students and motorcycle operators. Interviews was used to collect qualitative data from the principals and parents.

3.6 Piloting

Piloting is very important for any successful research .It helps to identify the suitability of the methods and instruments one intends to use Mugenda and Mugenda (2003).There pilot study was conducted to test the task before, its entire implementation. A sample of 15 people was given questionnaires and it was performed 3 days before the study.

3.7 Instrument Reliability and Validity

Reliability is an indication of consistency with which the chosen device measures the idea in question .This was determined by the results obtained through piloting.It has to do with the accuracy and precision of a length method. Morrison(2008)defines reliability as a degree of consistency over time and over comparable samples. A pilot check was done to ascertain the usage of the devices to help in improving on the clarity and comprehensiveness .The study was conducted in schools randomly determined on the intended population.

According to Gay et al(2009),Validity is the degree through which a research tool collects what exactly is supposed to.to improve on the validity ,the gadgets had to be re-examined by piloting process using 10% of the study population.

To determine content validity, the researcher gave the device to a panel of three specialists who helped in critically improving them. The researcher sought the supervisor's opinion concerning the validity.

3.8 Data Collection Procedures

The researcher designed an introductory letter from the Department of educational Foundations .Also a permission from National Commission of Science, Technology and Innovation(NACOSTI) to start the research in the locality of the research area. A duplicate of the introductory letter and the research permit was given to the curriculum and resource officer of Nyamira south subcounty. The researcher took three months to collect data. The first weeks of was for visiting the schools and bodaboda stages for familiarization and reserving appointments with the respondents. Questionnaires were dropped on the second month and collected at during the end of the second month .Interviews were conducted on the third month. They progressed well and the detailed information was obtained. The interview questions helped to present extra records and data to the facts amassed with the aid of the questionnaires. Before administering the questionnaires, the researcher defined the contents and he assured confidentiality and anonymity in reporting the findings.

3.9 Data analysis Procedures

Data obtained was analyzed using simple qualitative statistics and also using Statistical Package for social sciences (SPSS)model.21. Data have been modified into coded in the software program and then edited for inconsistency in advance. Qualitative statistics from responses in the semi-independent gadgets within the questionnaires and interview guide for principles had been subjected to content material analysis in which subject

matters had been recognized based totally on studies questions analyzed and presented in education and issues based totally on research objectives. Descriptive statistics involved calculating frequencies ,measures of central tendencies such as mean ,mode and median and even standard deviation. The results were presented in frequency tables and percentages. Qualitative data was organized into themes showing patterns, trends and perceptions which was interpreted to answer the research questions.

3.10 Ethical considerations

McMillan and Schumbar (2006) note that qualitative researchers need to be sensitive to ethical thoughts concerning informed consent ,confidentiality ,anonymity ,privateness and being thoughtful of the individuals. Ethical challenges are critical for any research ,Mugenda and Mugenda(1999).Due to sensitivity of the collected data from all the respondents, the researcher ensured that all statistics was handled cautiously and come to be dealt with utmost confidentiality and their privacy saved. According to Gay, Mills and Airasian researchers defend their privacy once they understand the study does not screen their statistics. The researcher followed ethical and logical expectations when carrying out the research throughout the entire process .The researcher explained the purpose of the study to the respondents. The respondents were also assured of confidentiality and also be subjected to answering the questions willingly without any coercion.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter gives the findings of the study in regard to the influence of bodaboda business in boy school dropout from public secondary schools in Nyamira south, Nyamira county. Analysis, presentation and interpretation of data was handled based on the earlier stated objectives and research questions which guided the study.

4.1 Response rate

The study aimed to gather data from 448 participants, and 419 of them responded, giving a response rate of about 93.5%. This high response rate is important because it means the findings are likely to be accurate and represent the views of the larger group being studied.

4.2 Demographic Study

The study demographic was done on Age, Gender and Occupation.

4.2.1 Age

Figure 2 shows the age distribution of the respondents in the study. The largest group of respondents is between 20-30 years old, making up 33.2% of the total. This suggests that most of the participants are in their twenties. The next largest group is the 14-15 years age range, which accounts for 24.3% of the respondents, followed by those aged 16-20 years at 22.4%. The smallest group is those aged 30 years and above, representing 20.0% of the participants.

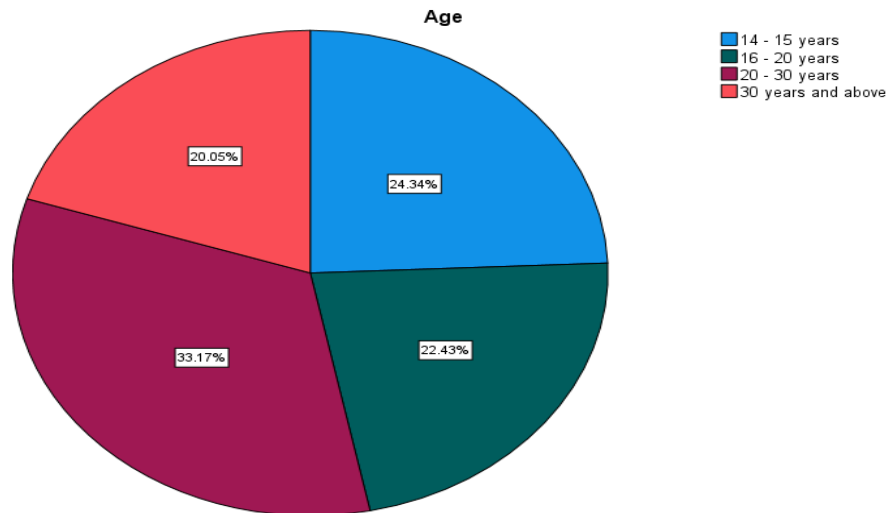


Figure 2: Age

4.2.2 Gender

Table 4 illustrates the gender distribution of the respondents. The majority are male, with a frequency of 307, representing 73.3% of the total sample. Female respondents have a frequency of 112, accounting for 26.7% of the participants.

Table 3: Gender

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Male | 307 | 73.3 | 73.3 | 73.3 |
| | Female | 112 | 26.7 | 26.7 | 100.0 |
| | Total | 419 | 100.0 | 100.0 | |

Source: Field Data (2024)

4.2.3 Your Occupation

Table 5 reveals the occupational distribution of respondents, with the majority being students—187 respondents, accounting for 44.6% of the total sample. Teachers form the second-largest group, with 108 respondents representing 25.8%. Boda-boda operators follow, with 70 respondents making up 16.7% of the participants. Civil servants

constitute 7.9% of the sample, with a frequency of 33 respondents. Businesspersons account for 3.8% with 16 respondents, while farmers are the least represented group, with only 5 respondents, or 1.2% of the total. Majority of the respondents were students.

Table 4: Your Occupation

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|------------------|----------------|----------------------|---------------------------|
| Valid | Farmer | 5 | 1.2 | 1.2 | 1.2 |
| | Businessperson | 16 | 3.8 | 3.8 | 5.0 |
| | Boda-boda Operator | 70 | 16.7 | 16.7 | 21.7 |
| | Civil servant | 33 | 7.9 | 7.9 | 29.6 |
| | Teachers | 108 | 25.8 | 25.8 | 55.4 |
| | Student | 187 | 44.6 | 44.6 | 100.0 |
| | Total | 419 | 100.0 | 100.0 | |

Source: Field Data (2024)

4.3 Use of motorcycles as a mode of transport and boy child secondary school dropout

The study sought to investigate how the use of motorbikes as a mode of transport influences school dropout rates among boys in Nyamira South Subcounty, Nyamira County. The results reveal that the impact is significant. Respondents generally agreed that the use of motorbikes attracts many boys to drop out of school, as evidenced by a mean score of 3.79 and a standard deviation of 1.56021. The view that operating a motorbike is perceived as a quick way to earn money, which leads to school dropout, had the highest mean score of 4.26 with a standard deviation of 1.19521, indicating strong agreement. The perception that boys find the motorcycle business more lucrative than education had a mean score of 3.39 and a standard deviation of 1.63935, reflecting moderate agreement with considerable variability in responses. The availability of motorbikes making it easier for boys to leave school scored a mean of 3.23 and a standard

deviation of 1.60373, showing a slight tendency towards agreement. Finally, the flexibility of working hours in the motorbike business, which encourages school dropout, had a mean score of 3.57 and a standard deviation of 1.50968, suggesting this factor is also influential. Majority of the respondents suggested that operating a motorbike is seen as a quick way to earn money, leading to school dropout among boys.

Table 5: Use of motorcycles as a mode of transport and boy child secondary school dropout.

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|---------|---------|--------|----------------|
| The use of motorbikes as a mode of transport has attracted many boys to drop out of school. | 419 | 1.00 | 5.00 | 3.7900 | 1.56021 |
| Operating a motorbike is seen as a quick way to earn money, leading to school dropout among boys. | 419 | 1.00 | 5.00 | 4.2625 | 1.19521 |
| Boys perceive the motorcycle business as more lucrative than completing their education. | 419 | 1.00 | 5.00 | 3.3866 | 1.63935 |
| The availability of motorbikes for transport makes it easier for boys to leave school. | 419 | 1.00 | 5.00 | 3.2339 | 1.60373 |
| The flexibility of working hours in the motorbike business encourages boys to drop out of school. | 419 | 1.00 | 5.00 | 3.5704 | 1.50968 |
| Valid N (listwise) | 419 | | | | |

Source: Field Data (2024)

4.4 Peer pressure influence boy child school dropout and engagement in boda-boda

The study sought to find out whether peer pressure influences secondary school boys to drop out of school and involve themselves in the boda-boda business in Nyamira South Subcounty, Nyamira County, Kenya. The results indicate that peer pressure plays a significant role in this dynamic. Respondents strongly agreed that peer pressure is a major factor in encouraging boys to join the motorcycle business, with a mean score of 4.43 and a standard deviation of 1.05435. It was also noted that boys who leave school to join the motorbike business often do so due to the influence of their friends, reflected in a mean score of 4.05 and a standard deviation of 1.36072. The study also found out that the likelihood of boys leaving school increases if their friends are already involved in the motorbike business, with a mean score of 3.73 and a standard deviation of 1.51660. The social status associated with owning a motorbike also influences school dropout, as shown by a mean score of 3.42 and a standard deviation of 1.54999. Moreover, boys discussing leaving school to join the boda-boda business was evident, with a mean score of 3.64 and a standard deviation of 1.57931. The majority of respondents agree that peer pressure significantly influences boys' decisions to drop out of school and enter the motorcycle business.

Table 6: Peer pressure influence boy child school dropout and engagement in boda-boda

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--|-----|---------|---------|--------|----------------|
| Peer pressure plays a significant role in encouraging boys to join the motorcycle business. | 419 | 1.00 | 5.00 | 4.4296 | 1.05435 |
| Boys who drop out of school to join the motorcycle business often do so because of their friends' influence. | 419 | 1.00 | 5.00 | 4.0501 | 1.36072 |
| Boys are more likely to leave school if their friends are already involved in the motorbike business. | 419 | 1.00 | 5.00 | 3.7255 | 1.51660 |
| The social status associated with owning a motorbike influences boys to drop out of school. | 419 | 1.00 | 5.00 | 3.4224 | 1.54999 |
| Boys in my school talk about leaving school to join the boda-boda business. | 419 | 1.00 | 5.00 | 3.6396 | 1.57931 |
| Valid N (listwise) | 419 | | | | |

Source: Field Data (2024)

4.5 Parental social-economic levels influence on boy child school dropout

The study sought to establish how parental socio-economic levels influence boys' engagement in the motorcycle business, leading to school dropout in Nyamira South Subcounty, Nyamira County. The study found out that parental socio-economic factors

play a crucial role in this dynamic. It was revealed that boys from low-income families are more likely to drop out of school and join the motorcycle business, with a mean score of 4.09 and a standard deviation of 1.41159. The study further revealed that parents' inability to meet school fees often prompts boys to seek alternative income through the motorbike business, as indicated by a mean score of 4.13 and a standard deviation of 1.31520 the financial struggles of parents significantly influence boys' decisions to drop out and engage in the boda-boda business, reflected in a mean score of 4.13 and a standard deviation of 1.27713. The study also found that parents sometimes encourage boys to join the motorcycle business to support the family financially, with a mean score of 3.82 and a standard deviation of 1.44399. the study findings revealed that the perceived immediate financial benefits of the motorcycle business led boys to drop out of school, with a mean score of 4.16 and a standard deviation of 1.25809.the majority of respondents agree that parental socio-economic levels significantly influence boys' decisions to drop out of school and enter the motorcycle business.

Table 7: Parental social-economic levels influence on boy child school dropout

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--|----------|----------------|----------------|-------------|-----------------------|
| Boys from low-income families are more likely to drop out of school and join the motorcycle business. | 419 | 1.00 | 5.00 | 4.0859 | 1.41159 |
| Parents' inability to meet school fees prompts boys to seek alternative income through the motorbike business. | 419 | 1.00 | 5.00 | 4.1289 | 1.31520 |
| The financial struggles of parents influence boys to drop out and engage in the boda-boda business. | 419 | 1.00 | 5.00 | 4.1313 | 1.27713 |
| Parents encourage boys to engage in the motorcycle business as a way to support the family financially. | 419 | 1.00 | 5.00 | 3.8210 | 1.44399 |
| The perceived immediate financial benefits of the motorcycle business lead boys to drop out of school. | 419 | 1.00 | 5.00 | 4.1575 | 1.25809 |
| Valid N (listwise) | 419 | | | | |

Source: Field Data (2024)

4.6 Boy Child Secondary School Dropout

The study sought to investigate how involvement in the motorcycle business affects school dropout rates among boys in Nyamira South Subcounty, Nyamira County. The study found out that involvement in the motorcycle business has a notable impact on school dropout rates. It was revealed that the engagement in the motorcycle business directly leads to increased school dropout rates among boys, with a mean score of 3.78 and a standard deviation of 1.40603. Boys who participate in this business are also less likely to complete their secondary education, as indicated by a mean score of 3.74 and a standard deviation of 1.40328. Additionally, the income earned from the motorcycle business discourages boys from pursuing further education, with a mean score of 3.69 and a standard deviation of 1.49804. The study further revealed that boys involved in the motorcycle business often feel they do not need formal education to succeed, reflected in a mean score of 4.03 and a standard deviation of 1.24271. Lastly, the demands of working in the motorcycle business make it challenging for boys to balance school and work, contributing to dropout, as shown by a mean score of 4.04 and a standard deviation of 1.34059. The majority of respondents agree that engagement in the motorcycle business significantly affects boys' school performance and increases the likelihood of dropout.

Table 8: Boy Child Secondary School Dropout

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--|-----|---------|---------|--------|----------------|
| The involvement in the motorcycle business directly leads to increased school dropout rates among boys. | 419 | 1.00 | 5.00 | 3.7780 | 1.40603 |
| Boys who engage in the motorcycle business are less likely to complete their secondary education. | 419 | 1.00 | 5.00 | 3.7375 | 1.40328 |
| The income earned from the motorcycle business discourages boys from pursuing further education. | 419 | 1.00 | 5.00 | 3.6874 | 1.49804 |
| Boys in the motorcycle business feel they do not need formal education to succeed. | 419 | 1.00 | 5.00 | 4.0334 | 1.24271 |
| The demands of working in the motorcycle business make it difficult for boys to balance school and work, leading to dropout. | 419 | 1.00 | 5.00 | 4.0430 | 1.34059 |
| Valid N (listwise) | 419 | | | | |

Source: Field Data (2024)

4.7 Inferential Statistics

4.7.1 Regression

The results of the regression model indicate a strong relationship between the predictors and school dropout rates, with an R value of 0.824. This R value reflects a high degree of correlation between the predictors and the dropout rates. The R Square value of 0.679 suggests that approximately 67.9% of the variance in school dropout rates can be explained by the combined effect of parental socio-economic levels, the use of motorbikes, and peer pressure. The Adjusted R Square value of 0.676 accounts for the number of predictors in the model and indicates that the model still explains a substantial portion of the variance in dropout rates, even when adjusted for the number of predictors. The standard error of the estimate is 2.68336, which measures the average distance of the observed values from the regression line. The R Square Change value of 0.679 indicates that the inclusion of the predictors significantly improves the model's explanatory power. The F Change value of 292.214 with $df1 = 3$ suggests that the overall model is statistically significant, demonstrating that the predictors collectively have a significant effect on school dropout rates.

Table 9: Regression

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|
| | | | | | R Square Change | F Change | df1 |
| 1 | .824 ^a | .679 | .676 | 2.68336 | .679 | 292.214 | 3 |

a. Predictors: (Constant), Parental Socio-Economic Levels, Motorbikes as a Mode of Transport, Peer Pressure

Source: Field Data (2024)

4.7.2 ANOVAa

The ANOVA table provides a detailed analysis of the regression model's effectiveness in predicting the influence of the motorcycle business on school dropout rates. The Sum of Squares for the regression model is 6312.164, which measures the total variation explained by the predictors (parental socio-economic levels, the use of motorbikes, and peer pressure). The Residual Sum of Squares is 2988.166, representing the variation not explained by the model. The Total Sum of Squares is 9300.329, indicating the total variation in the dependent variable.

The df (degrees of freedom) for the regression is 3, corresponding to the number of predictors, and the residual df is 415. The Mean Square for the regression is 2104.055, calculated by dividing the Sum of Squares by its df. The Mean Square for the residual is 7.200.

The F statistic is 292.214, which is the ratio of the Mean Square for the regression to the Mean Square for the residual. This high F value suggests that the regression model significantly improves the prediction of the dependent variable compared to a model with no predictors.

The Sig. value (p-value) is 0.000, which is less than the commonly used significance level of 0.05. This indicates that the regression model is statistically significant, and the predictors collectively have a significant effect on the influence of the motorcycle business on school dropout rates.

Table 10: ANOVAa

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 6312.164 | 3 | 2104.055 | 292.214 | .000 ^b |
| | Residual | 2988.166 | 415 | 7.200 | | |
| | Total | 9300.329 | 418 | | | |

a. Dependent Variable: Influence of Motorcycle Business

b. Predictors: (Constant), Parental Socio Economic Levels, Motorbikes as a Mode of Transport, Peer Pressure

Source: Field Data (2024)

4.7.3 Coefficientsa

The Unstandardized Coefficients (B) represent the change in the dependent variable for a one-unit change in the predictor variable. The Standardized Coefficients (Beta) indicate the relative importance of each predictor in the model. The t value tests the significance of each predictor, and the Sig. value shows the probability of observing such results by chance. For the constant, the B value is -1.673 with a standard error of 0.722, resulting in a t value of -2.317 and a significance level of 0.021. This suggests that when all predictors are zero, the influence of the motorcycle business on school dropout rates would be -1.673, which is statistically significant.

Regarding motorbikes as a mode of transport, the unstandardized coefficient is 0.115 with a standard error of 0.039, yielding a standardized coefficient (Beta) of 0.111. The t value is 2.932, and the significance level is 0.004. This indicates that motorbikes as a mode of transport has a statistically significant positive impact on the dropout rates. For peer pressure, the unstandardized coefficient is 0.264 with a standard error of 0.044, and the standardized coefficient (Beta) is 0.232. The t value is 6.043, and the significance

level is 0.000. This demonstrates that peer pressure has a strong and statistically significant positive influence on school dropout rates. parental socio-economic levels have an unstandardized coefficient of 0.678 with a standard error of 0.047, resulting in a standardized coefficient (Beta) of 0.574. The t value is 14.385, and the significance level is 0.000, indicating a very strong and statistically significant positive effect on dropout rates.

Table 11: Coefficientsa

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | -1.673 | .722 | | -2.317 | .021 |
| | Motorbikes as a Mode of Transport | .115 | .039 | .111 | 2.932 | .004 |
| | Peer Pressure | .264 | .044 | .232 | 6.043 | .000 |
| | Parental Socio Economic Levels | .678 | .047 | .574 | 14.385 | .000 |

a. Dependent Variable: Influence of Motorcycle Business

Source: Field Data (2024)

4.7.4 Reliability

The reliability statistics table provides information about the internal consistency of the items used in the study. Cronbach's Alpha is a measure of internal consistency, indicating how well the items in a scale or questionnaire measure the same underlying construct. In this study, the Cronbach's Alpha value is 0.883, which suggests high internal consistency among the items. This means the items are reliably measuring the same concept.

Cronbach's Alpha Based on Standardized Items is 0.885, which is very close to the overall alpha value. This indicates that the results are consistent whether or not the items

are standardized. The number of items in the scale is 4, indicating that these four items collectively provide a reliable measure of the construct being studied.

Table 12: Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .883 | .885 | 4 |

Source: Field Data (2024)

4.7.6 Correlations

The correlations analysis reveals significant relationships between the various factors influencing school dropout rates due to involvement in the motorcycle business. Motorbikes as a Mode of Transport is strongly positively correlated with Peer Pressure ($r = 0.593, p < 0.01$) and Parental Socio-Economic Levels ($r = 0.630, p < 0.01$). This indicates that an increase in the use of motorbikes is associated with higher peer pressure and greater socio-economic challenges faced by parents. Furthermore, Peer Pressure has a strong positive correlation with Parental Socio-Economic Levels ($r = 0.648, p < 0.01$), suggesting that greater peer pressure is linked to more significant socio-economic difficulties. All three factors Motorbikes as a Mode of Transport, Peer Pressure, and Parental Socio-Economic Levels are significantly correlated with the Influence of Motorcycle Business on school dropout rates. Specifically, motorbikes as a mode of transport have a correlation of $r = 0.610$, peer pressure has $r = 0.670$, and parental socio-economic levels have $r = 0.794$, all significant at the 0.01 level. These results highlight that the influence of the motorcycle business on school dropout rates is closely related to these factors, indicating their collective impact on this issue.

Table 13: Correlations

| | | Motorbikes as a Mode of Transport | Peer Pressure | Parental Socio Economic Levels |
|--|-----------------|--|------------------|---|
| Motorbikes as a Mode of Transport | Pearson | 1 | .593** | .630** |
| | Correlation | | | |
| | Sig. (2-tailed) | | .000 | .000 |
| Peer Pressure | N | 419 | 419 | 419 |
| | Pearson | .593** | 1 | .648** |
| | Correlation | | | |
| Parental Socio Economic Levels | Sig. (2-tailed) | .000 | .000 | .000 |
| | N | 419 | 419 | 419 |
| | Pearson | .630** | .648** | 1 |
| Influence of Motorcycle Business | Correlation | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 |
| | N | 419 | 419 | 419 |
| Influence of Motorcycle Business | Pearson | .610** | .670** | .794** |
| | Correlation | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 |
| | N | 419 | 419 | 419 |

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2024)

4.8 Discussion of Findings

4.8.1 Use of motorcycles as a mode of transport and boy child secondary school dropout.

The literature and study findings provide a nuanced understanding of the factors influencing school dropout rates among boys, particularly in relation to socio-economic conditions and transportation modes. Kombe James et al. (2018) investigated socio-economic factors influencing boy-child dropout from public day secondary schools and found significant positive correlations between dropout rates and factors such as family size ($r = +0.512$), parental level of education ($r = +0.609$), and parental income ($r = +0.732$). These findings highlight how socio-economic conditions directly impact school dropout rates. The current study aligns with these insights by revealing that boys from

lower-income families are more likely to drop out of school and engage in the motorcycle business due to financial pressures.

"Motorbikes have changed how we move around. For students, they offer a way to get around faster, which sometimes means they're not at school as often. They can easily slip away from school to do business, which wasn't possible before. The convenience of having a motorbike makes it tempting for students to skip classes and engage in money-making activities, directly impacting their school attendance."

"Many students who used to walk now use motorbikes, and we've seen more of them absent from school. The ease of access to transport means they can miss classes more frequently. The shift from walking to using motorbikes has led to increased absenteeism, as students find it easier to skip school and get involved in motorcycle businesses, impacting their overall attendance."

Similarly, Ajayi (2001) and Nasrudia et al. (2011) discuss how school location, transportation modes, and safety concerns affect educational outcomes. Nasrudia et al. emphasize that parents' concerns about safety and convenience in school transportation significantly influence their decisions. In the context of the current study, this is reflected in how the availability and perceived convenience of motorbikes can influence boys to leave school. The current study shows that the use of motorbikes as a mode of transport significantly impacts school dropout rates among boys in Nyamira South Subcounty.

"We've seen several bright students leave school to start motorbike businesses. They see it as a way to earn money and gain respect in the community. This trend highlights a direct link between the availability of motorbikes and increased dropout rates. The promise of financial independence and community status often outweighs the perceived value of education."

"Since my son started working with motorbikes, his schoolwork has suffered. He's always busy with his business and doesn't have time for studies anymore. The demands of running a motorbike business take up much of his time, leading to a decline in academic performance and focus. His priorities have shifted from education to managing his business, resulting in decreased school engagement."

The results indicate that boys perceive operating a motorbike as a quick way to earn money, which leads to a high dropout rate (mean score of 4.26, SD = 1.19521). This

aligns with the findings of Kombe James et al., where parental income and economic pressures were strong determinants of dropout rates.

"I saw how much money my friend made from his bike, and I decided I wanted that too. School just didn't seem worth it anymore. The immediate financial rewards from working with motorbikes are too enticing for some students. They see the opportunity to earn money quickly and choose that path over continuing their education, which seems less rewarding in comparison."

"I thought about the money I could make with a motorbike and how I could support my family. School felt like a waste of time compared to that. The financial incentives of working with motorbikes are seen as more immediate and practical than the long-term benefits of education. Many students prioritize the short-term financial gains over academic success."

The perception that the motorcycle business is more lucrative than education (mean score of 3.39, SD = 1.63935) and the flexibility of working hours in the motorbike business (mean score of 3.57, SD = 1.50968) further illustrate how socio-economic factors and transportation modes interplay in influencing school dropout. These findings suggest that economic incentives associated with motorbikes and the lack of sufficient educational support create a compelling pull for boys to drop out of school and join the motorcycle business. This trend underscores the need for targeted interventions to address socio-economic pressures and enhance educational engagement.

4.8.2 Peer pressure influence boy child school dropout and engagement in boda-boda

The literature highlights the significant impact of peer pressure on school dropout rates and the subsequent engagement in activities such as motorcycle businesses. Omollo (2017) and Castillo (2010) emphasize how peer influence can lead to both positive and negative outcomes for students, including school dropout. Omollo (2017) notes that peer pressure, whether positive or negative, strongly affects students' behaviors and educational decisions. Castillo (2010) further illustrates that peer pressure can encourage

students to adopt both beneficial behaviors, such as discipline and role modeling, and harmful behaviors, such as drug abuse and risky sexual activities, which can lead to school dropout.

"Many students get involved in motorbike businesses because their peers are doing it. As one student explained, 'When my friends started earning money with their bikes, I felt left out. I wanted to be part of that too.' Peer pressure plays a significant role in influencing students to leave school. The desire to fit in and be seen as successful like their peers can push them towards motorcycle businesses instead of continuing their education."

"Peer influence is a strong motivator for students deciding to drop out. One teacher noted, 'We often see students drop out because their friends are already working with motorbikes. They feel pressured to join in and make money too.' The social pressure from friends who are already engaged in motorbike businesses creates a compelling reason for students to leave school and follow suit."

"Students often perceive motorcycle businesses as a status symbol. A student shared, 'Having a motorbike makes me feel important and respected among my friends.' The social status and respect that come with owning or working with motorbikes can drive students to leave school, as they see it as a way to gain prestige and validation from their peers."

"Peer group norms heavily influence students' choices. One dropout mentioned, 'All my friends were talking about how much money they were making, and I didn't want to be left out.' The collective mindset of a peer group can create a powerful incentive for students to engage in motorbike businesses, even if it means leaving school."

These findings align with Rumberge's (2001) identification of categories of peer influence that contribute to dropout rates, including external influences from friends, lack of interest in education, and teenage pregnancies. Mudis and Yambo (2015) also highlight the importance of institutional support and counseling in managing these influences. Despite this, existing studies often overlook the specific ways in which peer pressure drives boys to leave school and engage in the motorcycle business.

"Friends who are already involved in motorbike businesses often encourage others to join. A local community member observed, 'Students often leave school because their friends convince them it's a good opportunity. They want to be part of the group and follow their lead.' This encouragement from peers can strongly influence students' decisions to drop out."

"Peer pressure can diminish students' engagement with academics. As one teacher pointed out, 'Students who are influenced by their

peers often show less interest in their studies. They see their friends making money and feel that school is no longer relevant.' The focus shifts from education to immediate financial gains influenced by peer pressure."

"Social comparison can drive students to drop out. One student noted, 'Seeing others succeed with motorbikes made me feel like I was missing out. I thought dropping out would help me catch up.' The tendency to compare oneself with peers who are financially successful can lead students to leave school in hopes of achieving similar success."

"Peer networks play a crucial role in shaping students' choices. A community leader mentioned, 'Students are often swayed by their friends' experiences and successes with motorbikes. This influence can lead to a significant number of dropouts as students follow their peers into the business.' The network of friends who are engaged in motorbike businesses creates a compelling force that influences school dropout decisions."

In the current study, the findings corroborate these insights by demonstrating that peer pressure is a significant factor in encouraging boys to drop out of school and enter the boda-boda business. Respondents strongly agreed that peer pressure is a major driver, with a mean score of 4.43 and a standard deviation of 1.05435. Boys often leave school to join the motorcycle business due to the influence of their friends, as indicated by a mean score of 4.05 and a standard deviation of 1.36072. the presence of peers already involved in the business increases the likelihood of school dropout, with a mean score of 3.73 and a standard deviation of 1.51660. The social status associated with owning a motorbike also contributes to dropout, with a mean score of 3.42 and a standard deviation of 1.54999. Discussions among boys about leaving school to join the boda-boda business were also observed, with a mean score of 3.64 and a standard deviation of 1.57931. The study reveals that peer pressure is a crucial factor influencing boys' decisions to drop out of school and engage in the motorcycle business, consistent with the literature's findings on the impact of peer influence on educational outcomes.

4.8.3 Parental social-economic levels influence on boy child school dropout.

The study's findings align well with the existing literature on the socio-economic factors influencing school dropout rates among boys, particularly in relation to engagement in

the motorcycle business. According to Muen (2015), family size, parental education, and parental income are significant predictors of school dropout rates, with correlations of +0.512, +0.609, and +0.482, respectively. Similarly, the current study found that parental socio-economic factors are crucial in understanding boys' decisions to drop out of school and join the motorcycle business. Specifically, boys from low-income families are more likely to leave school for this reason, with a mean score of 4.09 and a standard deviation of 1.41159.

"Decisions to engage in motorcycle businesses. As one parent mentioned, 'When families struggle financially, children often see motorbike businesses as a way to help support their family.' Lower socio-economic conditions can drive students to drop out of school to contribute financially, viewing motorbike businesses as a more immediate solution to their family's economic needs."

"Economic pressures from the family often push students towards motorcycle businesses. A student shared, 'My family couldn't afford my school fees, so I decided to start working with a motorbike to help out.' The financial strain on families can lead students to prioritize earning money over continuing their education, seeing motorbike businesses as a viable alternative to improve their economic situation."

"Family income levels directly affect students' choices regarding education. A teacher observed, 'Students from low-income families are more likely to leave school to start working with motorbikes.' The need to improve their family's financial situation often outweighs the perceived long-term benefits of education, leading students to engage in motorbike businesses instead of staying in school."

"Parental expectations influenced by economic hardship can affect student dropout rates. One dropout explained, 'My parents expected me to help with the family income, so I left school to work with a motorbike.' When parents face financial difficulties, their expectations for their children to contribute can lead to students prioritizing work over education."

"Family financial stability plays a crucial role in students' decisions to drop out. As one community leader noted, 'In families where financial stability is lacking, students are more inclined to leave school for motorbike businesses.' The lack of financial security at home can push students towards quick income opportunities, such as working with motorbikes."

"Parental support or the lack thereof can influence students' educational decisions. A student mentioned, 'My parents were struggling and couldn't support my education, so I started working with a motorbike.' The absence of sufficient parental support for education can lead students to seek financial independence through motorbike businesses."

"Economic incentives often drive students to drop out. One parent observed, 'When students see the money their peers are making, they feel compelled to leave school and join the motorbike business.' The potential for immediate financial gain from working with motorbikes can outweigh the perceived benefits of continuing education, especially in economically challenged families."

"Socio-economic factors significantly impact student choices. A local educator noted, 'Students from economically disadvantaged backgrounds often see motorbike businesses as a practical solution to their financial problems.' The socio-economic pressures and financial needs can lead students to view motorbike businesses as a more pressing priority than their education."

The study also supports Mwihia's (2019) findings that socio-economic, socio-cultural, and learner characteristics influence dropout rates. The current research reveals that parental financial struggles significantly drive boys to seek alternative income through the motorcycle business, with mean scores of 4.13 and 4.13 and standard deviations of 1.31520 and 1.27713, respectively. This aligns with Mwihia's assertion that socio-economic factors, such as parental income, heavily influence school dropout rates. The study indicates that parents' encouragement for boys to join the motorcycle business to support the family financially (mean score of 3.82, SD = 1.44399) is consistent with the broader socio-economic influences identified in the literature. The immediate financial benefits perceived from the motorcycle business, reflected in a mean score of 4.16 and a standard deviation of 1.25809, further corroborate the findings of Muen (2015) and Bryl et al. (1989), who noted that financial incentives can prompt students to leave school for commercial activities. The study's findings confirm that parental socio-economic levels play a significant role in influencing boys' decisions to drop out of school and engage in the motorcycle business. This correlation is supported by existing literature, emphasizing the importance of socio-economic factors in educational attainment and dropout rates.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter contains summary of the key findings of the research, draw conclusions based on the data, and suggest practical recommendations. The goal is to provide clear insights and actionable steps to help address the issues found in the study. These recommendations are intended to support policymakers, educators, and community members in improving student retention and educational success.

5.1 Summary of Findings

5.1.1 Use of motorcycles as a mode of transport and boy child secondary school dropout.

The study explored the influence of motorcycles as a mode of transport on the dropout rates of boys from secondary schools in Nyamira South Subcounty. The findings indicate a significant relationship between motorcycle use and school dropout. Respondents noted that motorcycles are often perceived as a quick way to earn money, which leads many boys to leave school in search of immediate financial gains. This perception was strongly supported, with the highest mean score of 4.26, suggesting that the allure of quick earnings from motorcycle business is a powerful motivator for school dropout. Additionally, the availability of motorcycles and their flexibility in work hours were also significant factors, with mean scores of 3.23 and 3.57 respectively, showing that the ease of accessing and operating motorbikes contributes to school dropout. The results collectively highlight that the use of motorcycles is a considerable factor in driving boys away from education, as the perceived economic benefits often outweigh the value of continued schooling.

5.1.2 Peer pressure influence boy child school dropout and engagement in boda-boda

The study investigated the role of peer pressure in influencing boy-child school dropout and engagement in the boda-boda (motorcycle taxi) business in Nyamira South Subcounty. The findings reveal that peer pressure is a significant factor in this dynamic. Respondents strongly agreed that peer pressure encourages boys to drop out of school and join the motorcycle business, with a high mean score of 4.43. This indicates that friends' influence is a major driving force behind the decision to leave school and enter the boda-boda industry. Furthermore, boys are more likely to drop out if their peers are already involved in the motorcycle business, as shown by a mean score of 3.73. The social status associated with owning a motorbike also plays a role, with a mean score of 3.42, suggesting that the desire to gain social acceptance through motorcycle ownership further contributes to dropout rates. The study underscores that peer pressure significantly impacts boys' decisions to leave school and engage in the boda-boda business, driven by the desire to conform to peer norms and achieve social status.

5.1.3 Parental social-economic levels influence on boy child school dropout.

The study explored how parental socio-economic levels influence boy-child school dropout and found that these factors significantly impact boys' decisions to leave school. The results showed that boys from low-income families are more likely to drop out of school and join the motorcycle business, with a mean score of 4.09. This suggests that financial struggles at home make it challenging for families to meet school expenses, prompting boys to seek alternative income sources. Specifically, parental inability to pay school fees was highlighted as a key factor, with a mean score of 4.13, indicating that financial constraints drive boys to the boda-boda business as a means to support their families. Additionally, the study revealed that the immediate financial benefits associated

with the motorcycle business, reflected in a mean score of 4.16, also contribute to dropout rates. Parents sometimes encourage boys to join the motorbike business to alleviate financial pressures, as indicated by a mean score of 3.82. Overall, the findings demonstrate that low parental socio-economic levels are a crucial factor influencing boys' decisions to drop out of school and engage in the boda-boda business.

5.2 Conclusions

The study concluded that the use of motorbikes as a mode of transport has a substantial impact on school dropout rates among boys. Motorbikes are seen as a quick and lucrative means of earning money, which entices many boys to leave school in search of these financial opportunities. The flexibility and accessibility of the motorbike business further contribute to this trend, indicating that boys are often drawn to it as an alternative to continuing their education.

The study concluded that peer pressure significantly affects boys' decisions to drop out of school and engage in the boda-boda business. Boys are heavily influenced by their peers who are already involved in the motorcycle business, and this social pressure leads them to leave school. The perceived status and financial benefits associated with motorbikes, coupled with discussions among peers about these benefits, play a crucial role in this behavior. This highlights the importance of addressing peer influence in efforts to reduce school dropout rates.

The study concluded that parental socio-economic levels are a major determinant of boys' school dropout rates. Boys from low-income families are more likely to drop out of school due to financial constraints at home. The inability of parents to provide necessary educational resources and support drives boys to seek alternative income sources, such as working in the boda-boda business. The immediate financial incentives and parental encouragement to contribute financially to the household further exacerbate this issue,

underscoring the need for interventions that address socio-economic challenges and support educational continuity.

5.3 Recommendations

- i. The study recommended increasing efforts to educate students and their families about the long-term benefits of education compared to the immediate financial rewards of operating motorbikes. By raising awareness through targeted campaigns, students can better understand the value of completing their education. Additionally, providing financial support such as scholarships and bursaries can help alleviate the economic pressures that lead students to drop out. Improving transportation options to and from schools can also reduce the appeal of the motorbike business as a convenient alternative to attending school.
- ii. The study recommended the establishment of peer counseling programs within schools to help students positively influence one another and counteract negative peer pressure. Promoting the formation of supportive peer groups focused on academic and extracurricular activities can create a positive environment that reduces the impact of detrimental peer influences. Additionally, educating parents about the effects of peer pressure and involving them in school activities can enhance their ability to support their children in resisting negative influences and making better choices.
- iii. The study recommended expanding support programs for low-income families to help alleviate the financial pressures that contribute to school dropout. This includes providing financial assistance for school fees, subsidizing learning materials, and ensuring access to free or reduced-cost meals. Developing community-based support services such as job training and financial literacy programs can also help improve the socio-economic conditions of families.

Advocating for policy improvements that address income inequality and enhance social safety nets can create a more supportive environment for educational attainment and family well-being.

5.4 Recommendations for Further Studies

The study recommended conducting further research to explore the underlying psychological and social factors influencing the decision of boys to drop out of school and engage in motorcycle businesses. Future studies were suggested to investigate the role of family dynamics, mental health issues, and the impact of community support systems on educational outcomes.



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APPENDICES

Appendix I: Letter of Introduction

Mount Kenya University

P.O Box 733,

Nairobi.

12th October 2022.

Dear Respondent,

I am a post graduate student in the Mount Kenya University pursuing a Masters of Project Educational Planning Leadership and Management . As part of the requirements for this degree I am carrying out research on the Factors Influencing Dropout Rate among Boys in public secondary schools in Nyamira south sub-county, Nyamira County, Kenya. You have been sampled for the study and you have been selected as a respondent. I kindly request you to honestly and faithfully complete this questionnaire since the information given was treated with utmost confidentiality.

The results of this study was used for academic purpose only.

Yours faithfully,

Sylvia Kemunto Nyambuti.

Appendix II: Consent Form for Participation in Research

Topic: Influence of motorcycle business on boychild dropout from public secondary schools in Nyamira south subcounty, Nyamira county, Kenya.

Dear Participant,

I invite you to participate in a research study entitled Influence of motorcycle business on boychild dropout from public secondary schools in Nyamira south subcounty, Nyamira county, Kenya. I am currently enrolled in the Master in Education at Mount Kenya University and am in the process of writing my Master's project. The purpose of the research is to find out;

- i.) How does the use of motorcycles as a mode of transport influence the boychild dropout from public secondary schools in Nyamira south, Nyamira county?
- ii.) Can peer pressure factor influence the secondary school going boys to drop out of school and venture into motorcycle business in Nyamira south, Nyamira county?
- iii.) How does the parental social-economic levels influence the boychild to engage in motorcycle business leading to dropping out of secondary schools in Nyamira south, Nyamira county?

Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don't wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses remained confidential and anonymous. Data from this research was kept under lock and key and reported only as a collective combined total. No one other than the researchers knew your individual answers to this questionnaire. There are no direct benefits to you for participating in this research. However, you may find it interesting to talk about the issues addressed in the research and it may be beneficial to the field and to future clients or individuals who have experienced similar concerns

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately 5min to complete. Please return the questionnaire as soon as possible to enable me complete the project report.

If you have any questions about this project, feel free to contact *the INVESTIGATOR*, **SYLVIA KEMUNTO NYAMBUTI; CELL: 0721844336; supervisor Dr. Zacharia Mokuu, Cell; 0733864911**. If you have questions about your rights as a research participant, please be in touch with the Chairman, Mount Kenya University, Ethical

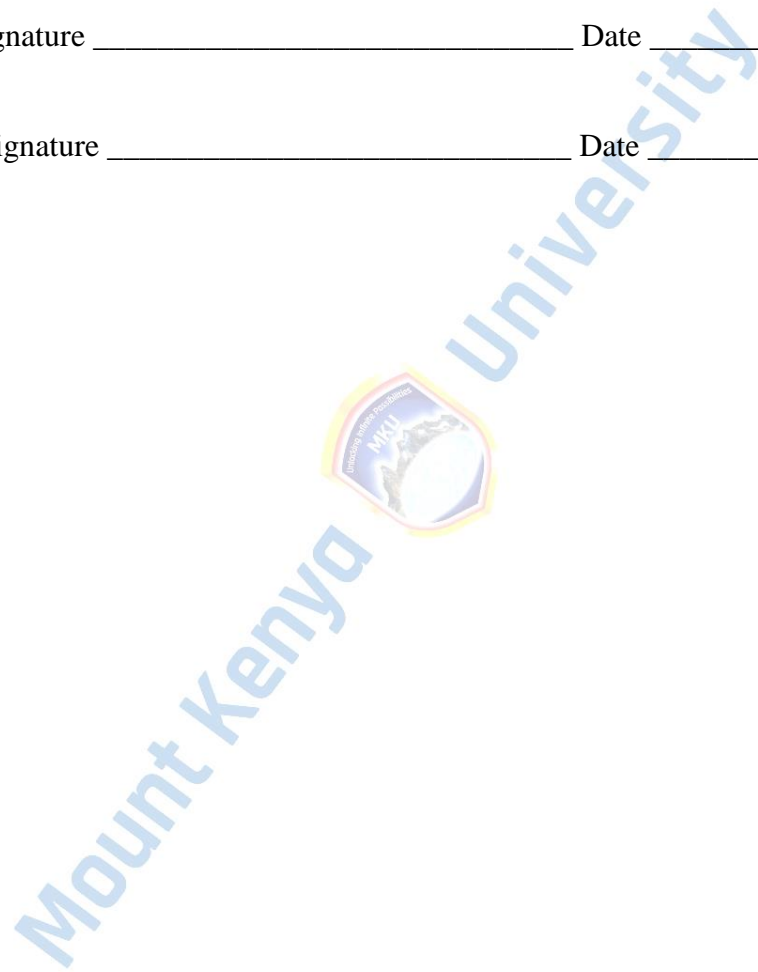
Review Committee, P.O Box 342-01000, Thika. Thank you for your assistance in this important endeavor.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I was given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____



Appendix III: Questionnaires for Students

• **Age:**

- 14-15 years
- 16- 20 years
- 21-30 years
- 30 years and above

Gender:

- Male
- Female

Parent/Guardian's Occupation:

- Farmer
- Businessperson
- Bodaboda Operator
- Civil Servant
- Teacher

A. What mode of transport do you always use to and from school

Section B: Influence of Motorbikes as a Mode of Transport on Boychild School

Dropout

| Statement | SA | A | N | D | SD |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The use of motorbikes as a mode of transport has attracted many boys to drop out of school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Operating a motorbike is seen as a quick way to earn money, leading to school dropout among boys. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Boys perceive the motorcycle business as more lucrative than completing their education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The availability of motorbikes for transport makes it easier for boys to leave school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. The flexibility of working hours in the motorbike business encourages boys to drop out of school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Section C: Influence of Peer Pressure on Boychild School Dropout

| Statement | SA | A | N | D | SD |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Peer pressure plays a significant role in encouraging boys to join the motorcycle business. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Boys who drop out of school to join the motorcycle business often do so because of their friends' influence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Boys are more likely to leave school if their friends are already involved in the motorbike business. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The social status associated with owning a motorbike influences boys to drop out of school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Boys in my school talk about leaving school to join the bodaboda business. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section D: Influence of Parental Socio-Economic Levels on Boychild School Dropout

| Statement | SA | A | N | D | SD |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Boys from low-income families are more likely to drop out of school and join the motorcycle business. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Parents' inability to meet school fees prompts boys to seek alternative income through the motorbike business. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. The financial struggles of parents influence boys to drop out and engage in the bodaboda business. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Parents encourage boys to engage in the motorcycle business as a way to support the family financially. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The perceived immediate financial benefits of the motorcycle business lead boys to drop out of school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section E: Influence of Motorcycle Business on Boychild School Dropout

| Statement | SA | A | N | D | SD |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The involvement in the motorcycle business directly leads to increased school dropout rates among boys. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Boys who engage in the motorcycle business are less likely to complete their secondary education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The income earned from the motorcycle business discourages boys from pursuing further education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Boys in the motorcycle business feel they do not need formal education to succeed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The demands of working in the motorcycle business make it difficult for boys to balance school and work, leading to dropout. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix IV: Interview Guide for Principals.

1. What is your gender

.....
.....

2. What is your age bracket

.....
.....

3. What is your education level?-specify

.....
.....

4. How long have you been working in the school?

.....
.....

5. What is the total number of pupils in your school?

.....
.....

9.How do most of your students arrive at school?

.....
.....

10.In your own assessment how does the motorcycle business influenced the boys in your school to drop out of school?

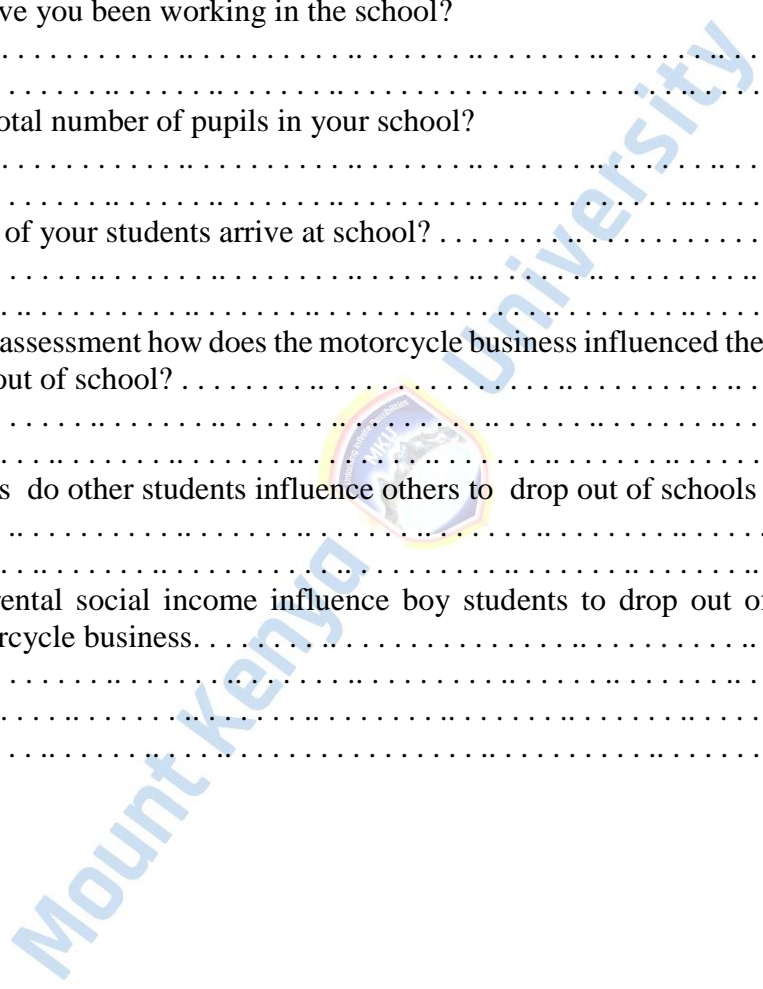
.....
.....

11.In what ways do other students influence others to drop out of schools

.....
.....

12.How do parental social income influence boy students to drop out of school and engage in motorcycle business.


.....
.....
.....



Appendix V: Interview Guide for Parents

- 1.What is your gender?.....
.....
.....
- 2.What is your age bracket?.....
.....
.....
- 3.How many children do you have and their gender?
.....
.....
- 4.Are there any of your children attending secondary schools?
.....
.....
- 5.What means do they use to and from
.....
.....
- 6.Do you own a motorcycle?.....
.....
.....
- 7.How many of your children know how to ride a motorbike?
.....
.....
- 8.What are the sources of your income?.....
.....
.....
- 9. Are there any of your children who have dropped out of secondary school?.....
.....
.....
How many are they.
.....
.....
What might be possible reasons?
.....
.....
- 10.Are there areas you have felt that the motorcycle business in this area has led to most students dropping out of schools?
.....
.....

Appendix VI: ERC Letter


Mount Kenya University

REF: **MKU/ISERC/2646** Date: 15 March 2023

TO: **SYLVIA KEMUNTO NYAMBUTI.**

REG: **MED/2021/76545**

Dear Sir/Madam,

RE: INFLUENCE OF MOTORCYCLE BUSINESS ON BOYCHILD SCHOOL DROPOUT IN PUBLIC SECONDARY SCHOOLS IN NYAMIRA SOUTH SUB-COUNTY, NYAMIRA COUNTY, KENYA

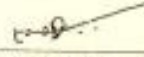
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1710**. The approval period is **15/03/2023 - 14/03/2024**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research.portal.nacosti.go.ke> and also obtain other clearances needed.


Yours sincerely,


Dr. Peter G. Kirira
Chairman, Mount Kenya University ISERC

The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: 020-2878 000, Cell: +254 709 153 000

Appendix VII: Letter of Introduction



Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2021/76545

23rd March, 2023

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,

RE: SYLVIA KEMUNTO NYAMBUTI - REGISTRATION NO. MED/2021/76545


The purpose of this letter is to introduce the above named student who is pursuing **Master of Education Degree** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of his research is *"Influence of Motorcycle Business on Boy child School Dropout in Public Secondary Schools in Nyamira South Sub- County, Nyamira County, Kenya."*

He has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research between **March, 2023 and May, 2023**.

Any assistance accorded to him will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director
Graduate Studies

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: 020-2878 000, Cell: +254 709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities

Appendix VIII: NACOSTI Authorization



REPUBLIC OF KENYA
 National Commission for Science, Technology and Innovation



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 843293 **Date of Issue: 05/April/2023**

RESEARCH LICENSE



This is to Certify that Ms. Sylvia Kemunto Nyambuti of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisii on the topic: INFLUENCE OF MOTORCYCLE BUSINESS ON BOYCHILD SCHOOL DROPOUT IN PUBLIC SECONDARY SCHOOLS IN NYAMIRA SOUTH SUB-COUNTY, NYAMIRA COUNTY, KENYA for the period ending : 05/April/2024.

License No: NACOSTI/P/23/24847

Applicant Identification Number 843293


Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

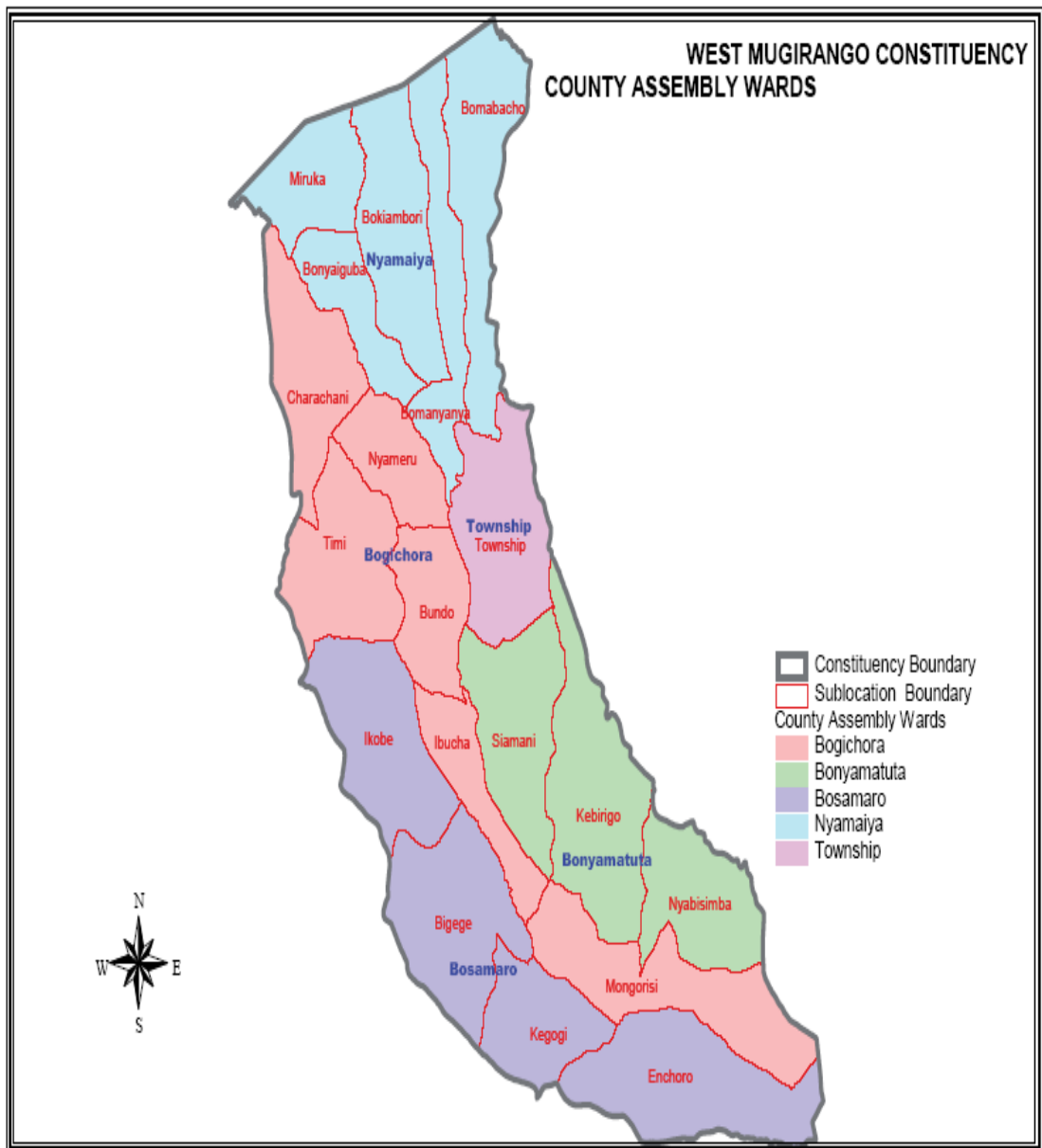
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See overleaf for conditions

Appendix IX: Map Representing Nyamira South (Township) In Nyamira County



Appendix X: Similarity Index

SYLVIA KEMUNTO

INFLUENCE OF MOTORCYCLE BUSINESS ON BOYCHILD SCHOOL DROPOUT IN PUBLIC SECONDARY SCHOOLS IN NY...

 PROJECT

 PROJECT

 Mount Kenya University

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