

**OPPORTUNITY COST OF ACQUIRING PRIMARY SCHOOL EDUCATION
AMONGST *BODA BODA* TRANSPORT OPERATORS AND CHALLENGES
FACED IN NYATIKE SUB-COUNTY, KENYA**

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

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

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DEDICATION

This thesis is dedicated to my parents and siblings whose sweat and moral support during my study enabled it to be a reality. It is also dedicated to my beloved wife, Mollyne, and sons Morgan, Emman and Blassio whom I salute for enduring long periods of my divided attention and occasional absence from home in pursuit of studies.

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I cannot forget the immense contribution of *boda boda* operators in Nyatike sub-county, the head teachers of the primary schools, the chiefs and the education officers who participated in the study. Finally, I acknowledge with all due humility that: 'I gathered the flowers by the wayside, by the brooks and in the meadows, and only the string with which I bound them together was my own' (Montaigne, 1533-1592).

ABSTRACT

Studies by UNICEF in 2010 indicate that the number of children working in the informal sectors increased globally. In Nyatike the number of youths involved in *boda boda* operations increased from 253 in 2008 to 2,360 in 2013, translating to 332.81% increase. This was a concern as it affected primary school enrolments that declined. For example, the 2008 cohort enrolment of boys in class one was 4346 and in 2012 they were 3543 in class five, indicating an 18.48% decline. The purpose of this study was therefore to establish the opportunity cost of acquiring primary school education in Nyatike Sub- County as it became a concern. Objectives of the study were to: determine the earnings of *boda boda* operators aged 18-35 years; establish the attitude of *boda boda* operators towards primary education and *boda boda* business and establish challenges faced by *boda boda* operators. A conceptual framework was based on the concept of Investment Choices by Pscharopoulos and Woodhall (1985), whereby primary education is the investment. Descriptive survey design was adopted. Study population consisted of 135 *boda boda operators*, 124 head teachers, 1 DQASO and 6 chiefs. Saturated sampling was used to select 6 chiefs, the DQASO and 120 *boda bodas* after using 15 in pilot. Purposive sampling was used to select 32 primary head teachers. Reliability of the instrument was established using Cronchbach Reliability Coefficient, which was 0.89. Data was collected through questionnaire and interviews. Quantitative data was analysed by descriptive statistics inform of frequency counts, calculation of percentages and means. Qualitative data was transcribed and analysed in emergent themes and sub themes. The findings were that 34(28.33%) of operators without primary education earned Ksh.601 per day while 36(30%) operators with primary education earned Ksh.800, making the opportunity cost of acquiring primary education to be low since those with primary education had more earnings. Majority of operators with primary education had a positive attitude towards primary education but were more negative towards *boda boda* business. Again, majority of operators without primary education viewed *boda boda* business positively as compared to those with primary education. Both operators, however, agreed in support of primary education more than they did in support for *boda boda*, making primary education ultimately important in all economic activities. The greatest challenges were police harassment and frequent road accidents both attributed to the operator's limited academic background. The study recommended that the public in Nyatike had to be persuaded to view schooling more positively than before. The study is significant in that it informs stakeholders in education on the fact that opportunity cost of acquiring primary school education is low and therefore a pupil incurs no or little opportunity cost in acquiring it.

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ABBREVIATIONS AND ACRONYMS

ADE	-	Assistant Director of Education-Sub- County
AIDS	-	Acquired Immunodeficiency Syndrome
ASAL	-	Arid and Semi-Arid Lands
CIDA	-	Canadian International Development Agency
C.P.E	-	Certificate of Primary Education
CRC	-	Cronchbach Reliability Coefficient
DQASO	-	District Quality Assurance and standards Officer
EFA	-	Education for All
FPE	-	Free Primary Education
GCE	-	Global Campaign for Education
GER	-	Gross Enrolment Rate
GOK	-	Government of Kenya
HIV	-	Human Immune Virus
ILO	-	International Labour Organization
JFA	-	Joint Financing Agreement
KCPE	-	Kenya Certificate of Primary Education
KSHs	-	Kenya Shillings
K.P.E	-	Kenya Preliminary Education
KESSP	-	Kenya Education Sector Support Program
MDG	-	Millennium Development Goals
NER	-	Net Enrolment Rate
OVC	-	Orphans and Vulnerable Children
ROK	-	Republic of Kenya

TzSh	-	Tanzania Shillings
UGSHs	-	Uganda Shillings
UNICEF	-	United Nations International Children’s Education Fund
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNESS	-	United Nations Sector Support Strategy
UPE	-	Universal Primary Education
WPE	-	With Primary Education
WIPE	-	Without Primary Education

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In Nyatike, like many other parts of the rural and semi-urban Kenya, youths of primary school going age, were spotted in markets and road sides doing *boda boda* business. It caught the attention of the researcher why this was happening at a time when primary school was offered for free and secondary education largely subsidized in Kenya. There were declining enrolments in primary schools in Nyatike as indicated in the ADE-Nyatike Sub County's enrolment records (Tables 1.2 and 1.3 on page 12 and 13), yet at the same time there were swellings in the number of children working in the labour force (Table 1.1, page 10) as well as in *boda boda* registration bases (Table 1.3). So far, just scanty information could be got in available literatures already done in Kakamega, Busia, Rachuonyo South, Tanzania, Uganda, Nigeria and Burkina Faso. There was need to investigate this phenomenon so as to find out the extent to which the value and realization of opportunity cost of primary school education had pushed the youths in Nyatike into *boda boda* business as they avoided school. There was also need to determine if the level of education an operator had influenced different rates of earnings to the operators and the kind of attitudes operators developed towards schooling vis-a-vis *boda boda* business based on the earning rates. By determining these, the Nyatike study sealed the gaps that existed on the measurement of opportunity cost and whether opportunity cost of primary education really existed and had costs and enrolment implications on primary school education attainment. Other related effects of opportunity cost on the acquisition of primary education were brought to discussion alongside its other components as outlined in the subsequent chapters.

The subject of opportunity cost according to Ajit and Pearce (1974) had been raising a lot of debate amongst education economists in the area of Cost-Benefit-Analysis in general and educational costs in particular. The major issue that often came up from the study of cost-benefit analysis of education was the problem of quantifying the worth and impact of opportunity cost of acquiring education (Bacchus,1987), but more specifically and prominently the primary school education (Hough,1981). Many education economists had cast doubt about the real existence of opportunity costs of primary school education (Atkinson,1983). As this continued being a challenge in the study of costs of education, it also became increasingly difficult to fix the actual value of the primary school education costs (Coombs,1968). It was not easy to tell whether this cost had the capability to direct the attitude of pupils towards alternative involvements or focus them more on the pursuit of formal education (Desai, Hemang, Wilkins and Michael (2004). Therefore the Nyatike study came up as an answer to these concerns; to try and resolve the conflicts, assess the value of opportunity cost in acquiring primary school and explain the interplay between *boda boda* activities and participation in schools in Nyatike, Migori County.

In an attempt to disabuse the existence and reality of opportunity cost, Vaizey (1971) in his study of London school going children asserted that pupils do not think in terms of income forgone (opportunity cost) while Cumming (1971) in another study in Britain insisted that primary school education was provided for free, and that young people are legally prohibited from working for wages when they are still below the age of seventeen (17) years. These arguments therefore meant that the time such children would spend at school was only valuable to them for the sake of it and therefore the earnings forgone by such children were

virtually zero (Eckaus,1973). If this was so then it implied that their continued retention at school all year round did not attract any opportunity costs. The Nyatike study questioned the sense in these arguments and argued that in view of the economic realities of the third world countries where Nyatike belongs the time spent in school by a child was of essence and should be factored in any attempt to analyze education costs.

Studies have shown that the magnitude of school wastage phenomenon was on the rise (Parsons, 1974) and this was being blamed on the realization of earnings forgone which he argued to contribute to this scenario (UNICEF, 2010). Wastage in Kenyan primary schools remained a perennial problem (UNESCO, 2011). According to Selby (1971) the high opportunity cost of sending girls to school was a major issue determining the female child participation in education. Malberg and Calvo (1994) were of the view that pregnancy and early marriage were factors which seemed to contribute immensely to school drop out of girls in Uganda and consequently forcing them into informal jobs prematurely.

A debate advanced by Mincer (1971) showed that poverty was a major drawback to completion rates at primary and secondary school levels in Britain as parents withdrew their children from schools not only because they could not afford the direct costs, but they considered the earnings forgone as really a double cost. Similar views were shared by Opiyo (1995) and Gichuhi (1995) who observed that daughters were easily withdrawn from schools in Kenya whenever there was shortage in labour and resources within the family. They were often married off, especially amongst the nomadic communities, in order to supplement the limited family resources.

It had also been observed that some undesirable phenomena like drop out, flunk in academic related works and cases of repetition appeared to be common among children from low socio-economic backgrounds (Psacharopoulos & Woodhall, 1985) and such children were more vulnerable. This was even made worse with the realization of earnings foregone by such pupils from poor families and those from disadvantaged societies, who often preferred that their time be engaged in a wage earning labour as a way of supplementing family income (Mwira & Wamahiu, 1995). The option to go into wage earning labour looked better than continued incurring direct cost at schools for the eight years of primary school education without a promising job to recover the costs (Kellick, 1981).

According to UNICEF (2010) child labour was increasingly becoming a global problem to school enrolments, particularly in primary schools. The world's ambition of achieving Education for All (EFA) by the year 2015 was destined to fall far below the expected estimates and goals according to the Global Campaign for Education (GCE), a movement launched to urge the world leaders to fulfill their promises of free education for all (UNICEF, 2010). The formal education which in recent years had experienced a rise in costs from time to time was already failing in attracting and holding pupils from marginal groups in schools in Uganda (USAID, 2012). According to Coombs (1968) some teenagers in Britain were to be offered cash payment of thirty pounds a week to stay on at school after age sixteen. The 'Earn as you learn' scheme was introduced by the British government to reduce Britain's post 16 years school dropout rate which was attributed to opportunity cost realization. However, opponents of this scheme pointed out that young people would still be better off

going into menial jobs at three pounds per hour than spend the same duration of time in school after age sixteen years.

Kenya had been trying to achieve Universal Primary Education (UPE) as a national goal since its independence. Reintroduction of free primary education in 2003 dramatically increased the number of children attending school. Economically disadvantaged children were provided a new educational opportunity. However, the questions often asked were whether the abolition of tuition fees made basic education accessible to all Kenyan children? Did it stop dropout cases or changed the public view towards education and curbed the premature entry into the informal sectors?

A report by World Bank (1996) showed that education in Kenya was viewed as the inalienable right of a citizen but was increasingly becoming elusive to acquire. Pupils were getting out of school to seek employment at any offered wage. In spite of the ILO ban placed on child labour, World Bank (2010) still revealed striking figures of children under age fourteen working in the labour force as a percentage of the population aged between ten to fourteen years.

Smith (1971) looked at the opportunity cost of participating in a training program in Britain. Smith did not put specific focus on the age, socio-economic background and or educational level of the trainees. He also did this study on those who were on the job training. It became very difficult to feel or sense the opportunity cost spent on such a cohort, if at the same time of training, the individual who was supposed to be incurring opportunity cost by being trained was drawing salaries for a job done.

Another study by Parsons (1974) presented an analysis of the cost of school time alongside the foregone earnings and investment in human capital. This study observed that Parsons was too generalized in his approach and only looked at the wholesome school time without segmenting the different levels of education for clarity and better understanding. Parsons did not clearly attempt a detailed analysis of the actual measurements of the said opportunity costs and therefore his study still left gaps.

In yet a different study, Gray (1984) conducted a study on the cost of learning; the politics of primary school in Kenya. However, Gray avoided an in-depth analysis of opportunity costs incurred in Kenyan primary schools. Similar works done by Drake (1972) on the importance of costing adult education, Mincer (1962) working on the On-the-job Training Cost Returns and some implications, and Cumming (1971) studies in Educational Costs; have shown inadequacy in giving information leading to opportunity cost measurements.

Remenyi (1991) admitted that the hidden costs were in fact larger than educators seem to realize and if measured they could constitute more than half the total cost of education. This argument was rather arbitrary and sweeping because no specific figures and percentages were attached in support of the advanced argument. UNESCO (1971) also admitted that opportunity cost was an important characteristic of education expenditure, especially in organizing and administering educational enterprises once again this work did not make proposals on how to quantify this cost. Similar sentiments were shared by Atkinson (1983) who equally suggested no steps to measuring these earnings forgone.

Vaizey (1972) dismissed the existence of the opportunity cost saying that it was virtually zero because pupils did not think in terms of income forgone and are by law prohibited from doing salaried labour even if they were left free. However, this study argued that in developing countries with worsening economies, unemployment problems, retrenchment problems, poverty, declining social structures and the ravaging HIV/AIDs, Vaizey's argument must be refuted. Even if the children did not think about income forgone, their parents actually did.

According to Becker (1975), when schooling was not free, families must be sufficiently willing to pay to enroll each child. Willingness to pay was reduced when families are poor, returns to education are low, and opportunity costs are high. Previous studies had consistently found that school access was influenced by age, gender, family structure, parent education and family wealth. A handful of studies used proxies for school costs including distance to school (<http://www.dol.gov/ilab/media/reports/iclp/sweat5/chap4ft>); Free Primary Education policy (Deininger, 2003), or community-level prices (UNICEF, 2010). Becker (1981) argued that willingness to pay for school will vary with the characteristics of specific families; parent's level of education, family financial ability and exposure.

Costs contributed to a child's lack of access to and attendance of primary education. High opportunity costs were often influential in the decision not to attend school (Gale, 2006). For example; an estimated 121 million children of primary school age were being kept out of school to work in the fields or at home (UNICEF, 2010). For many families in developing

countries the economic benefits of no primary school were enough to offset the opportunity cost of attending (UNICEF, 2010).

Besides the opportunity costs associated with primary education, school fees can be very expensive, especially for poor households. In rural China, for instance, families dedicated as much as a third of their income to school fees (USAID, 2012). Although the relationship between school fees and attendance was not perfectly clear, there was evidence to prove that cost was a factor that contributed to a child's access and attendance of primary education (UNICEF, 2010).

Universal primary education was widely recognized as one of the most effective instruments for combating child labour. It was believed that no country could successfully eliminate child labour without first enacting and implementing compulsory education legislation (<http://www.dol.gov/ilab/media/reports/iclp/sweat5/chap4ft>). Schooling removed children from the work force and provided them with an alternative use of their time (Gale, 2006). Quality basic education, particularly at the primary level, not only improved the lives of children and their families, but contributed to the future economic growth and development of a country (<http://www.dol.gov/ilab/media/reports/iclp/sweat5/chap4ft>).

Despite the benefits of education, about 20 percent-or 145 million-of the world's children 6 to 11 years old (85 million girls and 60 million boys) were out of school. Most of these children were thought to be working (<http://www.dol.gov/ilab/media/reports/iclp/sweat5/chap4ft>). In Table 1.1 on page 10, a presentation of available data on the estimate of children captured in labour force has been shown for selected African countries.

Similar views were shared by Psacharopoulos (1973) and Christopher (1993) who argued that opportunity costs of schooling are often not known by the families of the children who incur such costs and even if they knew, the assessment of the value of such costs for comparisons with private direct costs would not be an easy task.

This study presented a case for need to include opportunity cost in any computation of education costs because among the principal component parts of the total real costs of education, the earnings that pupils forgo while they attended schools were of major importance and should be factored into any cost analysis of education at all levels and to all types of education. This sentiment got supported by Becker (1964) who observed that opportunity costs are indeed real costs that third world societies were beginning to realize, especially amongst the poor families. To ignore them in any analysis of education costs would therefore be an unacceptable omission.

UNESCO (1971) observed that societies and governments ran schools and colleges as if students' time was a free and costless thing. Still contributing on the need to give a fair evaluation of the cost of primary school time, Atkinson (1983) observed that a class waiting for a teacher was in fact using up time – a valuable resource. He predicted that in the years immediately ahead many societies and families would be faced with the choice of either to continue investing in education at the expense of earnings forgone, or allow the educational institutions to undergo a progressive deterioration (Atkinson, 1983).

Pieces of evidence abound during the period of this study showed increased figures of young children under the age of 14 years working in the labour force as a percentage of the population aged 10 to 14 years as shown in Table 1.1.

Table 1.1

Children under 14 years working in the labour force as a percentage of the population aged 10 to 14 years

Population by Sex	Female				Male			
	2003	2004	2005	2006	2007	2008	2009	2010
Sub-Sahara Africa	39	35	33	29	48	42	39	35
S. Africa	40	35	33	30	48	43	40	35
Nigeria	40	36	34	30	48	43	40	35
Tanzania	47	45	43	42	50	47	44	43
Uganda	52	49	48	46	55	52	50	49
Kenya	46	42	44	42	51	49	47	46

Source: World Bank (2010); African Development Indicators 2010

On the basis of the statistics provided in the Table 1.1, the study overly underscored the fact that the presence of such a large number of children in the labour force instead of being enrolled in schools was an indication that the third world societies were already realizing the value of earnings forgone when a child was enrolled in school (Howe, 2011). They were also aware of the additional educational expenses that this implied. In such societies the parents were either forced to or were voluntarily making a decision to pull out their children from school. Immediately the children are out of school, they are easily lured into immediate and economically rewarding activities, which in this case was the operation of the motorcycle taxis (Yogo, 2013).

Although this trend was worrying, it was regarded by *boda bodas* as an opportunity spent in earning a living which, after all, was the ultimate goal of pursuing any level of education in most third world economies (Howe, 2011). Therefore, the questions asked was why one should consume time in school when all she/he would graduate to do was the economic activity that his/her counterpart(s) who did not go to school was so able to do even so well. In what way was the primary level of education going to enhance an individual's earnings in away significantly different from those who were without primary levels of education?

In Nyatike sub-county, the local administrators (chiefs) often cited poverty as an important reason as to why learners dropped out of school. This argument was given support by Layton, Lauren & Ryan, (2009), who in their study of 'okada' business in Nigeria argued that fees did not feature as a primary reason for dropout. It was the absolute or abject poverty which inhibits access to education where the full range of costs associated with attendance, particularly the costs of uniform, food, shoes, transport, stationery, added to the opportunity costs of what children might be contributing to household labour was to be blamed for eating away the limited resources from families and pushing children from schools.

School levies had been singled out for blame as a particularly burdensome cost. A survey of enrolment in the primary schools in Nyatike Sub-County carried out in the six divisions between 2008 and 2013 pointed to a fairly negative trend as in Table 1.2.

Table 1.2**Public Primary School Enrolment Trends in Six Divisions of Nyatike****Sub-County between the years 2008-2013**

Division / year	2008	2009	Dev.	2010	2011	Dev.	2012	2013	Dev.
Muhuru	6432	6368	-64	6362	6378	16	6383	6235	-148
North. Kadem	7456	7409	-47	7423	7442	19	5397	7402	5
Karungu	8200	8136	-64	8107	8101	-6	8149	8003	-146
Macalder	6232	6107	-125	6222	6204	-18	6234	6212	-22
Kaler	4745	4565	-180	4674	4623	-51	4601	4608	7
Got Kachola	6335	8190	-145	6223	6227	4	6234	6200	-34

Source: Assistant Director of Education, Sub-County's Office, Nyatike, 2013

Table 1.2 shows that the numbers of students that the schools retained after each year were fewer as compared to the number that exit from schools. Table 1.4 on page 15 shows a cohort progression between five years. This scenario only helped to compound the belief that those who exited schools were probably the same that continually helped to build the number of operators in the *boda boda* bases in Nyatike Sub-County (Table 1.4). An estimated 130 million pupils in the world, who were of primary school going age were not enrolled (Christopher, 1993), and about 4 million were considered missing children in primary schools in Kenya. There was fear they could be involved in child-labour (East African Standard, 2000 June, 20th).

In her development plan the government of Kenya admitted to the fact that the most critical enrolment and completion problem was at primary education level (ROK, 2010). At this level, all the pupils entering standard one (1) only 77% of boys and 80% of girls entered

standard four (4), while only 55% of boys and 35% of girls entered standard eight (ROK, 2010).

In pursuit of attaining Universal Primary Education (UPE) by 2010 and Education for All (EFA) by 2015, the Government introduced Free Primary Education (FPE) in January 2003. The program was prioritized in the Kenya Education Sector Support Program (KESSP I&II), 2005-2010 and 2010-2015. Through this program, the Government of Kenya (G.O.K) and development partners, principally the Joint Financing Agreement (JFA) operationalized the sector budget. Further, Sessional Paper No. 1 of 2005 on Policy for Education, Training and Research regarded the implementation of primary education as the perfect vehicle for attainment of UPE and EFA by the stated years.

The main objective of FPE was to enhance the quality of education through provision of textbooks and instructional materials. It was also to provide funds to enable schools to meet their recurrent expenditures in order to enhance access, retention, quality and relevance at primary education level. This was intended to improve participation, progression and completion rates at primary level; reduce the burden of the cost of education previously borne by the parents in the provision of primary school education; and implement sector policy goals, including universally accepted conventions on the provision of education to which Kenya was a signatory.

As at 2013 this objective looked illusive to realize. The progression of pupils from grade to grade by gender was reported by the ADE-Nyatike as illustrated in Table 1.4. One noticed that enrolments were higher in the lower classes but declined towards the senior classes. At

the same time there swelling numbers of *boda boda* operators at the *boda boda* bases across the six divisions of Nyatike Sub- County (Table1.3)

Table 1.3

***Boda boda* Registration Trends per division, Nyatike Sub-County (2008-2013)**

Division/ year	2008	2009	Dev.	2010	2011	Dev.	2012	2013	Dev.
Muhuru	32	68	36	102	178	76	283	305	22
North. Kadem	56	109	53	173	292	119	327	412	85
Karungu	62	136	74	267	301	34	469	613	144
Macalder	23	97	74	122	204	82	234	312	78
Kaler	45	65	20	174	223	49	361	408	47
Got Kachola	35	90	55	113	167	54	234	310	76

Source: Boda boda base Registration per division-Nyatike Sub-County, 2013

Table 1.3 shows that the numbers of *boda boda* operators were on a steady rise from time to time in all the six divisions. Compared to enrolment trends public primary schools in Nyatike (Table 1.2) there was sufficient reason to worry that youths of school going age were engaging in *boda boda* activities at the expense of going to school. There were possibilities of drop out cases or direct entry into the *boda boda* business without passing through any primary school classes. There were equally huge numbers of mushrooming freelance operators according to a report by the *boda boda* base scouts who were not captured in the bases' registers.

Table 1.4**Trends in Public Primary School progression by Grade and Sex, 2008-2012 in Nyatike**

Class	2008		2009		2010		2011		2012	
	Boys	Girls								
1	4346	2406	3720	2085	4293	2068	4667	2304	4663	2352
2	3288	3051	3975	2051	4555	2034	3622	2193	3632	2295
3	3493	2459	3149	2027	3642	2119	4303	1784	3596	2284
4	2977	2945	3393	2023	3031	2108	3552	1340	4211	2380
5	2444	1402	2949	1867	3256	1442	3019	1270	3543	2339
6	2418	1399	2429	1713	2930	1417	3164	1244	3010	1669
7	2412	1404	2413	1530	2413	1442	2887	1321	3058	1875
8	2334	1309	2342	1019	2403	1402	2412	1532	2866	1935
Sub Total	23712	16375	32065	14315	32652	14032	27626	12988	28579	17129
Grand Total	40087		46380		40555		40614		45708	

Source: Nyatike Sub-County Education Office, 2013

From Table 1.4, the trends in progression for both sexes in primary school had a steady decline, if one followed a particular cohort, as the education cycle rolled to class eight. The enrolment was high (above 2000 pupils) across the Sub-County from class one steadily to class four when the decline went below the 2000 mark with the lowest being that of girls which was as low as 1402 in 2010 in class eight.

A summary of national Gross Enrolment Rate and Net Enrolment Rate in Kenya between the years 2008 and 2012 shown in Table 1.5 looked far better than the Nyatike case and a pointer to the fact that while nationally we may boast of rising enrolments there was a problem in

Nyatike with respect to education because the sub- county was not growing together with the rest of the country in terms of primary school enrolment, progression and retention figures.

Table 1.5

Trends in Kenya’s Primary Gross Enrolment Rate and Net Enrolment Rate, 2008 – 2012 (%)

Year	Boys	Girls	Total	Boys	Girls	Total
2008	89	88	89	77	79	78
2009	105	101	103	81	80	81
2010	101	108	105	83	82	83
2011	102	110	108	84	83	84
2012	103	110	108	87	87	87

Source: MoE - Education Facts and Figures, 2012

The primary school completion rate in Kenya had improved significantly since 2001, from 52.5 percent in 2002 to 81.0 percent in 2007, with a slight decline to 79.5 percent in 2008 which was attributed to a decrease in the number of Standard 8 candidates. All said, available data indicated commendable progress in achieving the desired 100 percent completion rate.

The challenge then was to tackle obstacles that forced children to drop out before completing primary school cycles, including poverty, early marriages, child labour and long distances to school (United Nations Education Sector Support Strategy (UNESS) for the Republic of Kenya, 2010-2011). Table 1.6 shows a progression in completion rates at primary school in Kenya during the period 2008-2012 which again looked better than the case in Nyatike.

Table 1.6**Completion Rates by Sex at Kenya's Primary Schools 2007-2012 (all in %)**

Sex	Years					
	2007	2008	2009	2010	2011	2012
Boys	64	66	69	82	87	86
Girls	61	65	67	71.1	75.7	75.3
Total	62.7	65.8	67.4	76.3	81	79.5

Source: Education Facts and Figures, MOE- 2012

Following these achievements the country recorded a net enrolment rate of 80% in 2008, indicating a possibility of attaining the MDG target of universal primary education by 2015. There had been substantial improvement in the primary schools completion rate and hence lower wastage. However, despite the introduction of free primary education and all the achievements already realized as outlined above, the primary education subsector was still faced with several challenges that affected the provision of quality education amongst them was the interference of informal sector on school participation.

These difficulties, compounded with the tightening inflation rate and abject poverty had made it easier for individual pupils to opt for alternative economic pursuits instead of continuing to incur expenses in acquiring primary school education which was no longer a panacea to securing better paying jobs or increasing earnings of the educated individual(s).

1.2 Statement of the Problem

There was declining enrolments in primary schools in Nyatike as indicated in the ADE-Nyatike Sub County's enrolment records for the years 2008 to 2012 (Table 1.2). There were equally worrying progression trends by grade and sex in the six divisions of Nyatike (Table 1.4). At the same time there were swellings in the number of children working in the labour force globally according to UNICEF (UNICEF, 2010). In the *boda boda* registration bases in Nyatike, the numbers of *boda boda* operators were on a steady rise from time to time (Table 1.3). There were equally huge numbers of mushrooming freelance operators according to a report by the *boda boda* base scouts. Ordinarily, like many in other parts of the rural or semi-urban Kenya, youths of primary school going age, were spotted in markets and road sides doing *boda boda* business. It caught the attention of the researcher why this was happening at a time when primary school was offered for free and secondary education largely subsidized in Kenya. There was need to investigate this phenomenon so as to find out the extent to which the value and realization of opportunity cost of primary school education had pushed the youths in Nyatike into *boda boda* business as they avoided schools. Very scanty information was however available on this subject from the literature already done in Britain, Equador, Burkina Faso, Nigeria, Uganda, Tanzania and closer home in Kakamega, Busia and Rachuonyo South.

In spite of the fact that opportunity cost had been acknowledged as a real component of education costs, there existed few empirical studies that measured actual cases. The few studies, yet again, only concentrated in post primary and tertiary levels of education. This study presented a case for need to include opportunity cost in any analysis of education costs

at primary school too. The need for this arose because among the principal component parts of the total real costs of primary education, the earnings that pupils forgo while they attend schools are of major importance. They should therefore be factored into any cost analysis of education at all levels and types of education since they were bound to have a bearing on school participation particularly in Nyatike Sub County.

1.3 Purpose of the Study

The purpose of this study was to measure the opportunity cost of acquiring primary school education amongst the *boda boda* operators and the challenges faced in Nyatike Sub-county.

1.5 Objectives of the Study

The objectives were to:

- i. Determine the earnings of *boda boda* operators with primary school education and those without primary school education aged between eighteen and thirty five years in Nyatike Sub-County during the year 2013.
- ii. Establish the attitude of *boda boda* operators towards primary school education in Nyatike Sub-county.
- iii. Establish the attitude of *boda boda* operators towards *boda boda* business in Nyatike Sub-county.
- iv. Establish the challenges faced by *boda boda* operators in Nyatike Sub-county.

1.5 Research Questions

The following research questions guided the study as they relate to Nyatike Sub-County

- i. What is the earning of *boda boda* operators with primary school education and those without primary education aged between eighteen and thirty five years in Nyatike Sub-county during the year 2013?
- ii. What is the attitude of *boda boda* operators towards primary school education in Nyatike Sub-county?
- iii. What is the attitude of *boda boda* operators towards *boda boda* business in Nyatike Sub-County?
- iv. What challenges do the *boda boda* operators in Nyatike Sub-County face?

1.6 Significance of the Study

The findings of this study and recommendations helped the general public in Nyatike sub-county to be more conscious of the implications of acquiring primary school education on basic human and economic activities that ensure everyday livelihood. They were able to correct and improve their attitude towards the pursuit of primary school education as a basic requirement for economic survival. The study findings also provided greater insight to the education policy makers on how to curb non-attendance of lessons, low enrolments, poor retention or progression and dropout cases that often interrupted learning in primary schools in Nyatike Sub-County because of negativity of attitude towards schooling and the influence of intervening variables such as *boda boda* business, fishing and mining that easily lured pupils from active participation in school programs.

The findings of the study may also assist education experts in strengthening and providing a more relevant primary school education curriculum so that it is made meaningfully compulsory to all pupils of school going age and sound mind to ensure their survival even if they do not become lucky enough to pursue higher levels of education.

1.7 Scope of the Study

The study covered a one year period, 2013. This period was ideal given the continuously changing nature of the *boda boda* business and the operators who equally changed locations of operation without notice. It was therefore necessary to conduct the study within the shortest time possible in order to avoid unnecessary interruptions. The study targeted 135 *boda boda* operators in Nyatike Sub-County, Kenya. Sixty nine (69) of these operators had primary school education. This was according to operators' personal testimonies and the result of a survey obtained from the records in some of the schools they mentioned as their KCPE exit institutions. The other sixty six (66) were operators without primary school education. The study involved the six divisions of Nyatike Sub-County, six chiefs, one Assistant Director of Education (ADE) and one DQASO.

1.8 Limitations of the Study

During the process of the study some challenges arose. For instance, specific literature on *boda boda* operations and how this relatively new transport phenomenon related to qualification in primary school education were limited. To address this inadequacy the researcher used the internet and also relied on information got through the interviews and questionnaire as tools used for data collection during the study.

1.9 Assumptions of the Study

The study was carried out on the basis of the following assumptions:

- i. That the *boda boda* operators who were studied had equal opportunities in the business and employed the use of efficiently operating bicycles or motorcycles available to them either as owners or hirers.
- ii. That primary school education or lack of it was the determinant factor in so far as the earnings to the operators with or without it differed. Where primary school qualification or no qualification was evidenced by the possession of a primary school certificate or lack of it respectively.

1.10 Conceptual Framework

The study was based on the concept of Investment Choices Theory of the Cost-Benefit Analysis Model. In this model Psacharopoulos and Woodhall (1985) explained that for both governments and societies or the individuals the choice between different ways of investing resources rested to a great extent on the evaluation of costs, challenges and benefits associated with an investment. The alternatives only differed depending on the magnitude of the costs that must be incurred, the expected benefits that would accrue to the investor, the time scale of both costs and benefits and the uncertainties. It also leaned on the opportunity cost that would be incurred and the risks or challenges surrounding the investment project. The duo then concluded that an investment was therefore considered a profitable use of resources for the individual or the society as a whole when the expected benefits exceeded its cost (Psacharopoulos & Woodhall, 1985).

If therefore we spent resources on primary education as a form of investment in human capital, it was expected that direct and indirect private and social benefits should together exceed the direct and indirect private as well as social costs of this level of education. In the light of the foregoing explanation, Figure 1.1 was developed as a conceptual framework to guide the study.

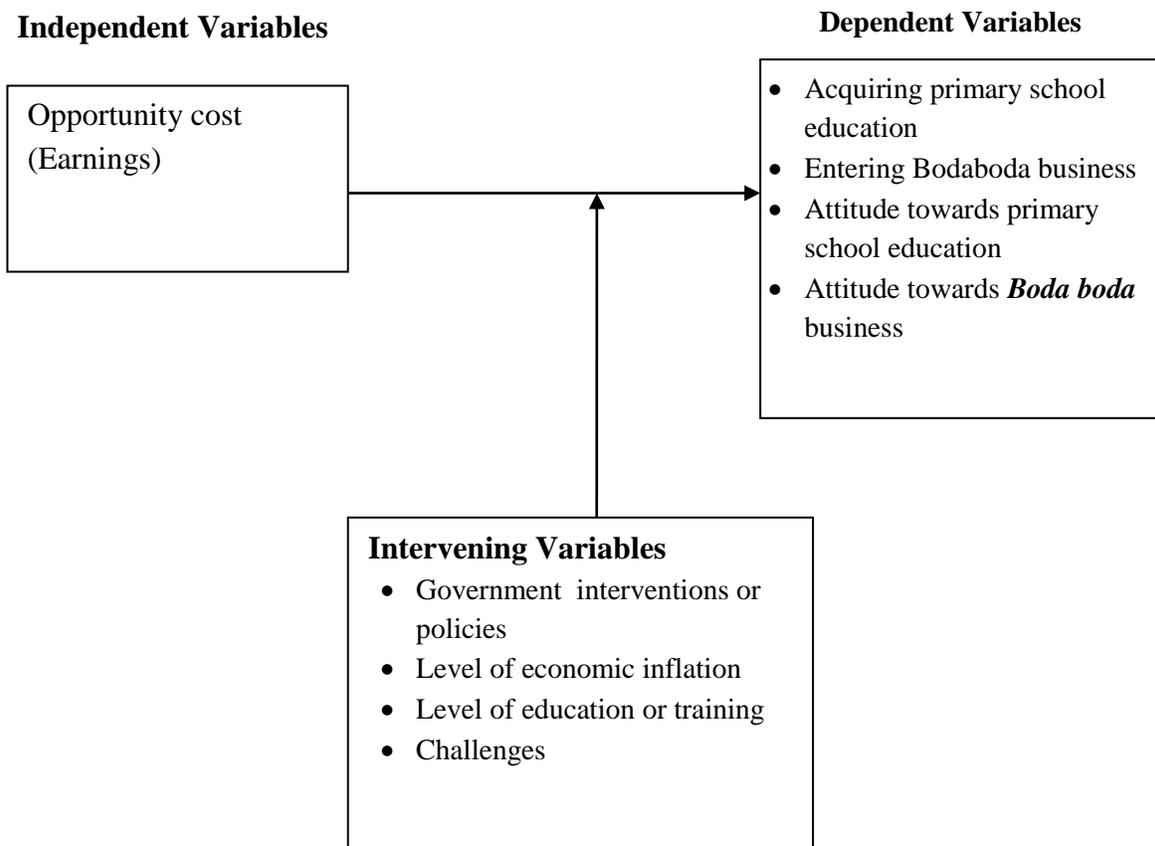


Figure 1.1: Conceptual Framework of the Cost benefit Analysis of Investing in Primary School Education

The major components of this framework were the opportunity costs of primary school education as displayed in the difference in earnings between operators with primary education and those without primary school education. It also entailed the attitude patterns that formed in the operators as regards pursuing primary school education as compared to

entering into the *boda boda* business. Finally, it factored in the challenges faced by the *boda boda* operators as a result of the level of academic qualification they possessed or those challenges eliminated by the operators by virtue of their primary school education. The value of opportunity cost as expressed in the difference in earnings to the two categories of operators was the independent variable whose change influenced the dependent variables, in this case the attitude towards primary school education or towards the *boda boda* business. There was also a set of intervening variables like government interventions on matters of education, the rate of economic inflation, level of education or training and the challenges the operators went through in the fields which informed their attitude towards school and *boda boda* business.

Therefore, the choice to incur costs towards acquiring primary school education while at the same time assuming the opportunity costs should provide an answer to the questions as to whether primary level of education really enhanced an individual's earnings in away significantly different from those who were without it and what cost-benefit efficiency did one derive by acquiring primary school education particularly for the poor individuals or rural communities, if primary school was taken to be an end in itself?

When the above questions were affirmatively answered then primary education would be seen to meet the threshold required for it to be relevant to the community or the individual who acquired it. However, if the responses were nay, then the primary school education acquired remained inadequate to the societal needs and should not be an end in itself.

1.11 Operational Definition of Terms

The following terms have been used in this study and they were intended to have the following meanings:

A primary school dropout - refers to that individual who did not successfully complete the primary school cycle of education and therefore had not obtained K.P.E, C.P.E or K.C.P.E certificates.

Boda boda - is a word derived from English, and it is a construction of 'Border-border'. It refers to bicycle or motorcycle taxi transport system which offers transport services between two border points. It originated in the early 60s near the Ugandan town of Tororo in the border strip between Uganda and Kenya.

Boda boda operators without primary school education - refers to bicycle or motorcycle taxi transport operators who did not possess a primary school certificate as a mark of qualification or were completely illiterate.

Boda boda operators with primary school education - refers to bicycle or motorcycle taxi transport operators who had successfully completed primary school education cycle and had obtained a certificate as proof.

Bada bodas -refers to those generally involved in the bicycle or motor cycle operations

Cost of education - refers to the grand total of all forms of resources spent by the society or the individual on someone who was acquiring

primary school educational which is supposed to be completed after eight years.

Dissuading factors

- refers to those factors that militate against being at school by the pupil so as to attend classes and are instead offering alternative activities into which those who drop out easily get attracted to in order to make immediate monetary gains.

Hidden Costs

- refers to the costs which are not immediately realizable in quantifiable terms to the individual incurring them.

Foregone earnings

- refers to earnings that any pupil attending primary school classes was unable to capture from alternative economic activity that the pupil could have done if she/he was not in school.

Opportunity cost

- refer to the cost incurred in terms of earnings foregone by the pupil who was attending regular classes at primary school and continued doing so for eight years that he/she was supposed to be at school. This cost will also be referred to as the alternative cost or the displacement cost.

Sand-harvesting

-refers to the activity of gathering sand from the lakeshore and other sand deposits within Nyatike as a way of earning a living from its sale.

Okada

- is a term commonly used in some West African countries to refer to motorcycle or bicycle operators. It is the equivalent of *boda boda* operators in East Africa

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, literature review was done to identify and assess the opinions and arguments put forward by various studies regarding the opportunity cost of acquiring primary school education and or any other training programs. It also assessed the expected benefits of acquiring primary school education as compared to engaging in *boda boda* business. It brought in focus the reality of opportunity cost and how it had directly or indirectly contributed to school drop out in a number of countries across the globe. This section also dealt with an assessment of the earnings captured by *boda boda* operators with different levels of education, the attitudes that the operators had towards *boda boda* business and towards acquiring primary school education in addition to the challenges that the operators faced in their business due to their limited levels of education or those they were able to resolve because of their knowledge of education.

2.2 The Earnings of *Boda boda* operators with and Without Primary Education

Studies in various African countries indicated that between 40% and 80% of rural households made their living primarily from non-agricultural activity (craft, tailoring, hairdressing services, midwifery, *boda boda* (Malmberg and Calvo, 1994). Although it was true that these activities required a certain amount of capital investment and involved more economic risks, they could be pursued all year round with a higher potential rate of return. What was more, suppliers of these services were able to respond with greater flexibility to changing market needs such that it was not very easy for them to be off- season in realizing returns

(O'Donoghue, 1971). For many people in urban and rural regions, *boda boda* means of transport offered many of the advantages described above: they were faster, safer, and more reliable than walking, and cheaper than motorized transport (Malmberg and Calvo, 1994).

In an economic survey of 'okada' operators in Nigeria, West Africa, Lanjouw and Feder (2000) established that the daily income of the operators varied according to areas of operation, time of the day, day of the week, time of the month and the political seasons. For instance, it was reported that the income ranged from US\$5 to US\$7 on average. However, this became lower or higher depending on the cited factors. The operators surveyed reported that during periods of political campaigns, the daily income would increase to US\$9-US\$11 per day depending on the region. In other instances, during the harvesting seasons, demand for 'okada' transport would increase the earnings to an average of US\$10 on a daily basis. Similar sentiments were shared by Howe (2011) who reported in his study that 'okada' operators made booming business during the night than day because the fares substantially increased during the night. In both studies there was no mention of the part played by education to influence income. The impact of 'okada' operations on school participation in Nigeria was not tackled either. The studies did not explain how primary education or the knowledge got from it impacted on the direct earnings captured by the 'okada' operators and therefore the Nyatike study addressed these inadequacies and offered a vivid assessment of the relationship between *boda boda* business and primary school education participation.

In a another study in Nigeria, Ellis (2000) concluded that the earnings of 'okada' business fluctuated with the number of operators in a designated 'base' or centre of operation. Thus,

the more the number of operators, the lesser the daily income realized and vice versa. This was because the operators competed for customers requiring their services.

In the Ellis' study, the relationship between the daily income of the 'okada' operators and their level of education was not discussed. Whether the knowledge acquired from primary education made the returns from the 'okada' business better for those who had it or not was not known. As a response, the Nyatike study put in sharp focus the role played by education in dictating the income to the operators.

In Uganda, a research had shown that the income generated from the *boda boda* business play a significant role in the economy of the country. For instance, Naddumba (2010) observed that the *boda boda* operations in Uganda contributed approximately 11.4% of the GDP of the country in 2012. It therefore followed that the income generated from this business was so significant and became a subject of investigation. Naddumba however, offered no attempt to show the relationship between this important economic bolster and primary education. He did not look at what primary education contributed to the operator's income and the vice versa which the Nyatike study addressed itself to.

In yet another study, USAID (2012) investigated the daily income of the *boda boda* operators in Busia-Uganda. The study revealed that the daily income of the operators fluctuated with time of the day and days of the week. For instance, it was reported that during market days, the average income was UGSHs 6,300/- while the night income from the same business was UGSHs 8,000/- if one worked throughout the night. Moreover, the operators reported that their employers engaged two sets of employees, one for the day and the other for the night in order to maximize on the profits. This in essence meant that the income doubled within a 24-

hour cycle. The study concluded that the daily income from the *boda boda* business had no relationship at all with the level of education of the operators. The Nyatike study proved that the USAID study in Busia- Uganda may have missed on an important factor that education played in the *boda boda* business and even the influence of *boda boda* as a vibrant economic activity on education attainment.

The Moshi study by Barret, Bezuneh, Caly and Readon (2000) had similar results. The daily income from the business was reported to average between TZSHs. 6,700/- on a bad day and TZSHs 7,200 on a good day. In the study, a bad day was taken to mean a day in which the transport business generally performed poorly while a good day meant a day of booming business. Once again the Moshi study lacked the contributions made by education to the earnings of the *boda boda* operators or the influence` that the business had on school enrolments and general school participation. The Nyatike study brought this omission to focus and went further to consider the attitudes that formed around acquiring primary education and opting for *boda boda* business given the returns realized from the business by those who operated the business.

In Kenya, two significant studies on the *boda boda* business had been carried out with almost similar findings. These studies attempted to link the levels of education of the operators to the income of the operators. For example, Barret, Bezuneh and Aboud (2010) in their Kakamega and Busia-Kenya study revealed that operators with post-primary education had a more stable clientele base and thus a steady income than their counterparts with less than primary education or no education at all. This was attributed to their customer-care and

handling skills, which was reportedly better in operators with post primary education than their other counterparts. Yogo (2013) found a significant relationship between the daily income of the *boda boda* operators and their level of education. For instance, the *boda boda* operators who had post primary` education earned an average of Ksh700/- on a daily basis. At the same time the operators with lower levels of education earned Ksh500/- on a daily basis.

From the forgoing literature reviewed, it was evident that few studies have attempted to investigate the relationship between the daily income of the *boda boda* operators and their level of education. However, for the studies that had attempted to do so, the findings are always conflicting. It seemed, therefore that there was no apparent consensus on the relationship between the level of education of *boda boda* operators and their level of daily income. Other variables like sound decision on the routes to operate, tactics to dodge the police harassment and being able to reap from several sources within the same business by owning a motorcycle and being a rider at the same time made significant differences in the daily earnings of the operators but none of these variables was attributed to knowledge got from education by operators who exhibited them. The Nyatike study therefore explored the linkage that existed between level of education and the earnings from the *bodaboda* business which had remained a lacuna in the above cited studies.

2.3 The Attitude of *Boda boda* Operators towards Primary Education

Attitude has been defined as one's personal judgment of a person, object or event. Thus attitude may correspond to one's like or dislike of a given person, object, event or a situation

(Creswell, 2009). Attitude towards schooling, for a long period of time, has been a subject of many researches across the world. However, there has been conflicting and sometimes contradicting findings from the studies.

Attitudes towards schooling have been found to be influenced by experiences during school, the perceived alternatives to schooling and the socio-economic status of an individual (Yogo, 2013). However, empirical studies like Ilahaka (2006), Kothari (2004) have revealed that experiences during schooling ranked highest in determining one's attitude towards schooling. In essence, therefore, those with punitive or traumatizing experiences during school days tended to dislike school and consequently discouraged others from schooling (Yogo, 2013). The role of *boda boda* business in determining the attitude towards schooling was not known yet it could not be said to be a traumatizing experience that made pupils to dislike going to school in Nyatike Sub-County. Studies by Goolsby (2005) and Gale (2006) had shown that the rate of turn over from doing a particular activity determined to a great extent the attitude the participants of that activity were to have towards that adventure. The studies, however, did not show how that attitude affected perception towards education. This study therefore investigated the part played by the *boda boda* business in the prevalent case where many pupils were dissuaded from attending schools in Nyatike Sub-County and generally appeared to have negative attitude towards education. Instead, they were keener on alternative economic activities like *boda boda*.

Howe (2011) in his investigation concluded that *boda boda* operators with low levels of education tended to view schooling negatively than their counterparts with higher levels of

education. This was based on the findings that those with more post-high school education recorded significantly higher scores than those with only elementary school education. On the contrary Readorn, Delgado and Malton (1992) investigated the attitude towards schooling by the youths engaged in non-formal businesses in Bukina Faso and the results indicated that there was no significant difference between those with high school education and those with only elementary school education. The gaps in these studies were that the role of informal sectors in influencing pursuit of education was not addressed. In Nyatike, the role of *boda boda* business in determining participation in school was not known yet a huge number of operators who could have been at school during their school going age were found engaged in the *boda boda* activity without primary education qualification. It therefore became a concern for this study to establish the effect of *boda boda* in school participation in Nyatike, Migori County.

More revealing was the assertion that the attitude of parents towards schooling had a significant effect on the education of their children. For example USAID (2012) in a study in central Uganda; Christopher and Keith (1993) established that children whose parents had accommodative attitude towards schooling were likely have appositve attitude towards, attend school and achieve high test scores than children whose parents disliked school. The Nyatike study brought in focus a new dimension by assessing the role of an economic activity in influencing attitude towards learning at primary school level. It sought to establish the attitude of those directly involved in the *boda boda* activities and their views towards education without bothering with the third party in the name of their parents. In this respect it

agreed with Hughes (2004) who established that employees stay longer in some jobs even when the rate of return was not that pleasant if they had appositive attitude on the job.

In a report by USAID (2012) on the microfinance, youth and conflict in Central Uganda, mixed results were obtained. It was revealed that while youths who were engaged in informal business like *boda boda* had no primary school education some in parts of Central Uganda scored high on the attitude scale measuring attitude towards schooling, others performed dismally. This implied that there was significant relationship between attitude and occupation (Mbonye, 1998). However, this study departed from USAID study by addressing the attitude towards schooling as influenced by returns from *boda boda* taxi transport a vibrant economic activity in East Africa.

Studies drawn from Busia-Kenya and Kakamega tended to have similar results. For instance Barret, Bezuneh and Aboud (2000) drew conclusions that in both Busia-Kenya and Kakamega Municipalities, children of *boda boda* riders and operators attended school, in spite of the level of education of their parents. To this effect, it was deduced that the surveys were pointers to a favourable attitude towards education by the parents, given that the *boda boda* operators seemed to be supportive of their children's education. In the Nyatike study the issue was directly on the individual *boda boda's* attitude towards primary education or towards the *boda boda* business itself because often some parents may not be consulted when their children opt out of school and therefore their reflection may not be true reflections of the attitudes towards education or *boda boda* businesses.

On the contrary, Yogo (2013) asserted that given the apparent lucrative nature of the *boda boda* business in Rachuonyo South Sub-County, some of the operators spend the money on

entertainment with commercial sex workers or alcohol rather than on the education of their children or self-advancement. Yogo's opinion looked arbitrary and subjective without tangible facts. He concluded that this was a pointer of negativity towards schooling and education in general- a rather far -fetched conclusion. The absence of documented empirical study in Migori County made it necessary to establish the attitude of *boda boda* operators towards schooling. In the present study, it was assumed that out of the number of the *boda boda* riders surveyed, some of them could be in school therefore, assessing their attitude towards schooling and relating it to their own education was necessary.

2.4 Attitude of *Boda boda* Operators towards *Boda boda* Business

Since Elton Mayo studied the work habits of the employees at the Hawthorne Western Electric Plant in the 1920's (Philpot, 1992) and discovered that the perceptions the employees had about how they were treated by management had some effect on their work habits and production, there has been considerable research on job satisfaction. It has been observed by Barret, Bezuneh and Aboud (2000) that one's attitude toward the work that they do was significantly derived from the level of satisfaction they get while performing their duties.

In Bukina Faso, Reardon, Delgado and Malton (1992) investigated the attitude motor cycle taxi operators had towards their work. A sample of 192 operators was surveyed using a Likert Scale consisting of 20 items. A mid-point of 50 was used to denote an ambivalent attitude; a score above 50 denoted a positive attitude, while that of below 50 denoted a negative attitude towards the business. The findings revealed that the operators with more post primary education scored below 50% on the scale, implying a negative attitude toward

the business. The scores were attributed to the perception by the operators that they were engaged in the business as a last resort but were capable of earning better in other employments were the opportunities available. On the other hand, most operators with less than primary level of education scored between 50% and 65% on the scale. This implied a relatively positive attitude towards the business. The study concluded that the higher the level of education the operators had the more negative their attitudes were towards the motorcycle business, and vice versa. This was because of the belief that there were other better income generating projects elsewhere.

In Howe's (2011) Ugandan study, the result showed no significant relationship between *boda boda* operator's level of education and their attitude towards the business. The study, however, concluded that the operators who were between the ages of 16 and 25 years had significantly positive attitudes towards the business, unlike their older counterparts who were found to have lower scores in the attitude survey scale. Yogo (2013) equally reported that there existed a significant difference between *boda boda* operators with primary education, who scored higher; and those without primary education, who scored lower in the attitude scales. What was missing in all these studies and which the Nyatike study addressed was the interplay between *boda boda* business and primary school acquisition. The Nyatike study established the attitude that the level of education of the *boda boda* created in them towards the *boda boda* business.

On the contrary, Lay, Michuki, and Omar (2007) in their study carried out in Western Kenya reported that that there was no significant difference in the attitudes towards *boda boda*

business between operators with primary education and those without primary education. Similar results were reported by Otuya, Achoka, Musebe and Achar (2011) and Barrett, Bezuneh, Reardon (2000) who did not find any difference in attitude towards *boda boda* business amongst operators with different level of education. This lack of significant difference could not be true because education is always known to improve skills and the performance of duty and therefore would largely influence attitude. As a result therefore, the Nyatike study found a gap to seal in the sense that in all the studies above none of them attempted to find out the attitude that any involvement in a given informal economic activity had on the acquisition of education. It therefore established the attitude that *boda boda* business inspired in the operators towards education which attitude affected their own participation in education and even that of their children apart from the impact it would generate in the wider community.

2.5 Challenges faced by *Boda boda* Operators

Corral and Readon (2001) identified challenges as those circumstances that hinder the smooth running of a given economic venture. To them, challenges increase the risk of engaging in a specified venture while reducing the intended profits. Ellis (2000) also observed that in rural-based economies, issues to do with licensing, skill requirements and unpredictable weather are the greatest challenges, especially for economic ventures that were agriculturally related. Needless to point out, these studies missed out on the part played by education as a strong factor in determining the rural based economic adventures. The studies did not attempt an explanation of how such economic ventures influenced the acquisition of education or how education itself influenced performance in these economic sectors.

Therefore the Nyatike study rose on the strength of these gaps to determine the challenges that faced the *boda boda* operators by virtue of their level of education or the challenges they were able to solve because of having attained a certain level of education.

Barret, Bezuneh, Clay and Readon (2000) in their study reported that infrastructural development in Africa, especially rural access road was a major hindrance to diversification of income by the inhabitants. The extreme weather patterns like heavy rains, floods and wind storms were more often than not reported as the greatest challenges to small scale businesses for Africans. It was notable that from this study that the part played by education to shape the order and operations of the said small businesses was not highlighted, yet education was expected to be such an important factor that would naturally affect the performance of any economic activity. Again, how such businesses impacted on education systems in African countries was not mentioned, which omissions were addressed in the Nyatike study.

In Nicaragua, Corral and Readon (2001) identified unpredictable weather patterns and bad roads in the rural set-up as the greatest challenges to rural transportation business like motor cycles. However, issues to do with law breaking due to limited education that often led to trouble with the law enforcement officers (police) were least ranked as the challenges. This implied that in this country, the motorcycle taxi operators value the law requirements for licensing and road use. The Nyatike study came up to establish the contribution made by education in enhancing the understanding of the laws so as to avoid police harassment and thereby increase the profit margin in the transport sector. At another level the Nyatike study also determined the role played by the informal sector like *boda boda* business in luring

pupils from schools into the business before they were mature enough to be in these sectors. In Lay, Michuki and Omar's (2007) study, the *boda boda* operators in Western Kenya identified police harassment, theft and accidents as the greatest challenges to their business. They reported arbitrary arrests, heavy fines and confiscations of the rider's motorcycles by the police officers manning various roadblocks in the region. Similar findings were reported by Yogo (2013) who concluded that given the low level of education and training of majority of the *boda boda* operators, their roadworthiness was questionable. The Nyatike study therefore determined the place of education in addressing the challenges outlined in the cited studies and showed how the operators with primary education reduced or eliminated most of the challenges they faced.

Layton, Lauren and Ryan (2009) in a more recent study of motorcycle infrastructure development decried the frequent but avoidable accidents as the major challenge of the motorcycle taxi business in Africa. This they attributed to lack of proper training in road use and safety and mere carelessness of the operators. What the duo did not address was what contributed to lack of training on road use amongst the *boda bodas* which according to the Nyatike study was the absence of education as a basic requirement in understanding the instructions given during training sessions.

From the foregoing literature review, it was noted that the challenges that faced *boda boda* operators varied with the regions, thus there was no consensus on the greatest challenge. However, most attributions were made to bad conditions of the roads, poor weather, theft, police harassments and inadequate skill requirements that the *boda boda* operators had. None of these studies made any attempt to bring on board the role played by the presence or

absence of education amongst the operators in addressing or aggravating the challenges. The Nyatike study was convinced that lack of knowledge got from education was the underlying ignition factor responsible for the above mentioned challenges. Further, the Nyatike study looked at the place of education in influencing earnings from *boda boda* operations to the operators who had primary education as compared to the earnings of the operators without primary education. On the other hand also the Nyatike study looked at how the *boda boda* operations became a challenge itself to learning in primary schools in Nyatike Sub- County. All these were subjects of discussions in chapter four of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes research design, area of study, study population, sample and sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures and methods of data analysis.

3.2 Research Design

This study used a descriptive survey research design. According to Oso and Onen (2005) this type of design attempts to collect data from members of a population in order to determine the current status of that population, with respect to one or more variables. Moreover, descriptive survey design has been found to produce more accurate results and lead to the production of new and reliable body of knowledge (Peter, 1996). This design was found to be suitable for this study because it helped to provide answers to the questions of why, what, and how which are often associated with this particular research problem. If the limitations are understood, descriptive design can be a useful tool in developing a more focused study (Mugenda & Mugenda, 2003). This design yielded rich data for the study and lead to important recommendations. It also enabled the collection of a large amount of data for detailed analysis.

The design was useful in obtaining information concerning the current status of the *boda boda* activities and to describe how this new transport phenomenon, especially the earnings generated from it as the opportunity cost, affected the participation of youths in primary

schools in Nyatike Sub-County. The subjects (*boda boda* operators) were being observed in a completely natural environment which guaranteed accuracy and reliability of information.

3.3 Area of Study

The study was carried out in Nyatike Sub-County. According to Kenya National Population census (2009) and USAID (2013), Nyatike Sub-County (formerly Nyatike District) lies on the southern part of Migori County between latitude 0⁰46'South to 1⁰07'South and longitude 34⁰02'East to 34⁰22'East(Appendix 'G'). The Sub-County was 677.7km² in size with a population of 144,625 (ROK, 2009). There were nine (9) active gold and copper mining sites in the sub-county. These includes Nyatuoro, Koguda (Aego), Osiri, Kalwalo (Mikei), Kolongo (Kapiyo-Masara), Kochieng-Masara, Kakasera-Masara, Kakula-Mikei and Karedfort (Radienya) where some of the youths who dropped out of school went to seek waged employment.

As at the year 2013, there were forty (40) public secondary schools with an enrolment of 6,652 pupils in public secondary schools and 462 pupils in the three (3) private schools. There was only one (1) girls' boarding secondary school (ADE's Office-Nyatike, 2013) as compared to one hundred and twenty four (124) public primary schools and 28 private primary schools within the Sub-County. The primary schools had a total enrolment of 48,138 pupils as at 2013(ADE-Sub County Office, 2013) translating to an average of 389 pupils per school during 2013. And an average of 122 pupils in the private schools (ADE's Office Nyatike, 2013). Comparatively, the secondary schools had a registration of one hundred and sixty seven (167) students, on average, in the forty (40) public secondary

schools over the same period of time (ADE's Office Nyatike, 2013). The statistics quoted above from the Assistant Director of Education's office made the researcher to ask as to where the large number of pupils who were enrolled in primary schools in Nyatike Sub-County had been disappearing to, since they could not be traced in the secondary schools and or other tertiary institutions of learning. This study established that the majority of those who dropped out of school entered into the *boda boda* business as they were aware of the earnings they would forgo if they stayed on at the primary schools.

3.4 Study Population

The targeted population for this study included 135 *boda boda* operators, 124 primary school head teachers, 1 DQASO/ADE and 6 chiefs each representing the six locations in Nyatike Sub-County. The *boda boda* operators were selected for the study in order to provide primary data on their level of education, their income, their attitude towards primary school education and what they felt about their engagement in the *boda boda* business. The head teachers and the Sub-County Education Officers, on the other hand, were selected because they were the administrators of primary schools in the region and were therefore in a position to provide accurate data on school enrolment, attendance behaviour and dropout rates in primary schools in the region. Finally, the chiefs were targeted for this study owing to their position as administrators who would be useful in providing information on the trend of children dropping out of school, their entry into the *Boda boda* business and their general public life and economic participation.

3.5 Sampling and Sampling Techniques

To get the sample size, purposive sampling was initially used to identify regular *boda boda* operators and primary school head teachers in Nyatike Sub-County. This technique also helped to weed out *boda boda* operators who were non-residents. Thereafter, saturated sampling was used to select, the six chiefs, the DQASO/ADE and 120 *boda boda* operators with and without primary education. According to Mugenda and Mugenda (2009), saturated sampling technique was useful in situations where the numbers of people constituting the target population are so few that all of them must participate in the study. At the same time 32 primary head teachers in the sub-county were selected by way of purposive sampling targeting only head teachers of schools where the majority of the operators exited from. According to Oso and Onen (2005) purposive sampling was often used to select only participants with the required information for the study. This position by Oso and Onen therefore informed the decision to go for 32 head teachers since over eighty percent of all the 120 *boda boda* operators who participated in the study had either graduated or exited school from the schools whose head teachers therefore met the mandate to be selected to participate in the study. The sample frame is laid out in Table 3.1.

3.6 Pilot Study

This was done some time before the actual study. It involved a total of 15 *boda boda* operators. Nine ((9) were operators with primary education while six (6) were operators without primary education. The fifteen operators used in the pilot study constituted 11.1% of the population of *boda boda* operators involved in the study. This met the required

representation of a population in a given study according to Nachimias and Chava (1992). Table 3.1 provides a sample frame that was used.

Table 3.1

Sample Frame

Category of Respondents	Target Population	Sample Size	Percentage
<i>Boda boda</i> Operators with Primary Education	69	60	86.9%
<i>Boda boda</i> Operators without Primary Education	66	60	90.9%
Primary School Head Teachers	124	32	25.8%
DQASO/ADE	1	1	100%
Chiefs	6	6	100%

3.7 Data Collection Instruments

For purposes of gathering data the study administered questionnaire and interview schedules on the respondents. The choice of questionnaire was made because it was useful in reaching a large group of respondents within a short span of time and with fairly minimal costs. Cohen and Manion (1994) explain that descriptive data are preferably collected using questionnaires. Others like Simons (1998); Cohen and Manion (1994), Bruce (1978) have positively identified questionnaires and interview schedules as important instruments of data collection in descriptive research designs. The interview schedules were used in cases where some *boda boda* operators lacked the threshold to fill in the questionnaire or where the

education administrators like the DQASO/ADE conditionally insisted on or preferred interviews for reasons such as lack of time to fill in questionnaire.

3.7.1 Questionnaire for *boda boda* Operators

The questionnaire was administered on the *boda boda* operators to collect data regarding their level of education, their socio-economic profile and their daily earning from *boda boda* operations. The instrument was also to establish the attitude of *boda boda* operators regarding entering the *boda boda* business with or without primary school education. The questionnaire also determined the impact that the expressed attitude had on the children of *boda boda* operators as regards preference for school or *boda boda* business. The instrument also assessed the challenges that faced *boda boda* operators in their business by virtue of their level of education or those they were able to solve because of the level of education they had. A sample of questionnaire appears as Appendix A. In cases where the operators were not comfortable to use English, the researcher would translate the questions in Dholuo or Kiswahili for them to be able to understand and participate in the study as was intended.

3.7.2 Interview Schedule for *Boda boda* operators who could not fill Questionnaire

The interview schedule was administered on the *boda boda* operators who failed to meet the threshold of filling in questionnaire and it was to collect data regarding their level of education, their socio-economic profile and their daily earning from *boda boda* operations. This instrument was also to establish the attitude of *boda boda* operators regarding entering the *boda boda* business with or without primary school education. The interview schedule also determined the impact that the expressed attitude had on the children of *boda boda* operators as regards preference for school or *boda boda* business. The instrument also

assessed the challenges that faced *boda boda* operators in their business by virtue of their level of education or those they were able to solve because of the level of education they had. A sample of questionnaire appears as Appendix A. In cases where the operators were not comfortable to use English, the researcher conducted the interviews in Dholuo or Kiswahili for them to be able to understand and participate in the study as was intended.

3.7.3 Questionnaire for Head teachers

The purpose of subjecting head teachers to a questionnaire was to establish their opinion on the level of education of the operators, reasons why some pupils dropped out of school in their areas of work. The heads were also to give reasons for non attendance of classes by some pupils. They also enumerated aspects of *boda boda* that made it attractive to some school drop outs. In addition, they gave their view on the possible attitude of operators towards schooling and towards the *boda boda* business and also outlined the common behavior of pupils engaged in *boda boda* operations if any. They also gave their personal view regarding the *boda boda* business and their view concerning the possible challenges facing *boda boda* operators related to their level of education (Appendix B).

3.7.4 Questionnaire for Administrative Chiefs

The chiefs were subjected to the questionnaire to provide information on the perceived level of education of *boda boda* operators, the sufficiency of the earnings from *boda boda* business. They also gave answers as to whether there were cases of school drop outs linked to *boda boda* business. Their opinion on the attitude of *boda boda* operators towards school and towards the *boda boda* business were all established through the questionnaire. They also

highlighted on the possible challenges that *Boda boda* operators faced within their areas of work (Appendix C).

3.7.5 Questionnaire for DQASO/ADE

The DQASO and the Assistant Director of Education (ADE) of Nyatike filled in the questionnaire in order to triangulate the data obtained from the head teachers, the *boda bodas* and chiefs on the influence of *boda boda* business on school dropout cases, the attitude of *boda boda* operators towards schooling and towards *boda boda* business (Appendix D (i)).

3.7.6 Interview schedule for DQASO/ADE who did not prefer Questionnaire

The DQASO and the Assistant Director of Education (ADE) of Nyatike was interviewed in order to triangulate the data obtained from the head teachers, the *boda bodas* and chiefs on the influence of *boda boda* business on school dropout cases, the attitude of *boda boda* operators towards schooling and towards *boda boda* business (Appendix D (ii)). The interviews were conducted if the DQASO/ADE did not have time to fill in the questionnaire and preferred being interviewed.

3.8 Validity and Reliability of Instruments

3.8.1 Validity

Validity is the degree to which the result obtained from data actually represents the phenomenon under study (Best & Kahn, 1998). To ascertain face and content validity of the questionnaire, the questionnaire was subjected to experts in the Department of Educational Management and Foundations, Maseno University who read through and gave their

suggestions. Their suggestions were used to revise the instruments that were eventually used in the study.

3.8.2 Reliability

Reliability is defined as the ability of the research instrument to produce consistent results (Mugenda & Mugenda, 2009). In order to ascertain the reliability of the instruments, a pilot study was carried out on 15(11.1%) *boda boda* operators in Nyatike Sub-County to establish the reliability of the research instruments. The reliability of the instruments during the pilot study was estimated using Cronchbach Reliability Coefficient (CRC). The Cronchbach Reliability Coefficient is more flexible and is often more appropriate reliability estimate, (Brown, 2002). The reliability was found to be 0.89. A higher coefficient (0.70 and above) simply implied that the items correlate highly among themselves, i.e. there was consistency among the items in measuring the concept of interest (Mugenda & Mugenda, 2003). If the reliability was low, then the questions in the questionnaire could have been reconstructed. The authors add that; reliability can be improved by standardizing the conditions under which the measurements take place or carefully designing directions for measurements with no variations from group to group by using trained and motivated persons to conduct the research as well as broadening the sample items to be used.

3.9 Data Collection Procedures

After obtaining authority from the University, permit and letter of introduction from the chiefs and DQASO/ADE, the researcher proceeded to the field to gather data. The participants, mainly the *boda boda* operators, were recruited on a volunteer basis. Those

recruited had not taken part in the pilot study. The operators' consent was obtained by seeking the same directly from them. In situations where they operated in organized groups, the consent was obtained from their group leaders. The assent of the chiefs in the study area was obtained to give the researcher authority to collect data using the *boda boda* operators within their locations. The operators were asked to fill in the questionnaire or to accept an oral interview guided by items on the interview schedule especially where they were not comfortable filling in the questionnaire. For their participation and valuable time spent during the process of data collection some few participants were compensated by way of giving them a token of Ksh.200. During the material days of field visits and data collection, the questionnaires were administered by the researcher and were retrieved the same day. Interviews and the administration of questionnaire were held at the convenience of the respondents, that is, the researcher allowed the interviews to be conducted where and when the respondent felt free to have them.

3.10 Data Analysis

Data for analysis were available from two sources, namely the questionnaire and interview schedules. Data that were obtained through interviews and open ended questions in the questionnaire were analyzed by content analysis and transcribed in emergent themes and sub themes. During the interviews the *boda boda* taxi transport operators were categorized according to their level of education, bases (centers) of operation, modes of operation and the kind of passengers or merchandise they commonly transported. The operators who worked using hired motorcycles were identified and the cost of hire was subtracted from their daily income before their net income per day was calculated. The cost of repairs and maintenance

was also subtracted before the net income per day was determined. The estimated average daily earnings of each operator were calculated using descriptive statistical methods which basically required the calculation of mathematical mean, calculating percentages, Likert scale and summing up values as was required. These calculations were done on a time series basis until the estimated cumulative daily, weekly, monthly and yearly averages were obtained. Quantitative analysis was used to obtain the average yearly earnings of motorcycle taxi transport operators with and without primary school education. In this regard Best and Kahn (1998)'s formula $(\bar{x}) = \frac{\sum fx}{\sum f}$ was used to get the mean from the grouped data of operators. In the formula \bar{x} is the mean rating, $\sum fx$ is the summation of frequencies multiplied by scores and $\sum f$ is the total sum of all operators in a given category. The next step in the data analysis involved the gauging of the operators' attitude towards acquiring primary school education vis-à-vis *boda boda* transport business. A simplified Likert scale was prepared so that the respondent indicated their attitude about the ten statements given in the Likert scale attached as appendix 'A' section 'E'. The items on the Likert scale were coded as follows: SA (Strongly Agree) = 5; A (Agree)= 4; U (Undecided) =3; D (Disagree)= 2; SD (Strongly Disagree)=1 for all the positively stated items and a reverse for all the negatively stated items.

On responding to all the ten statements, the number of respondents for each item on the likert scale was determined and then multiplied by the coded value. The scores of the respondents were then averaged for sixty operators in each category so that their mean rating score was determined as an expression of the attitude that each category of operators had

towards primary education and/or towards *boda boda* business respectively. A score of 1.00 to 2.99 per individual category of operators was taken to reflect a negative attitude towards the subject in the statement and a score of 3.00 was taken to mean a neutral attitude, while a score of 3.10 to 5.00 was taken to mean a positive attitude.

To obtain the opportunity cost of acquiring primary school education, the total earnings from *boda boda* operations accrued to an operator with primary school education (WPE) was compared to the earnings accrued to the operator without primary school education (WIPE) over a period of one year. The study then determined who between the two categories of *boda boda* operators earned better returns. The difference in the earnings was taken to be the direct impact of primary school education or lack of it on the *boda boda* business. If the *boda boda* operator with primary school earned better than his/her colleague without primary school education then the opportunity cost of primary school was deemed to be negative but when the operator without primary school education earned more than his colleague with primary school education the opportunity cost was deemed positive.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

In this chapter, the researcher presented the results and discussed the findings of the study in relation to the objectives, research questions and literature review. However before this was done it became necessary for the study to give some demographic information on those who were involved in the study, the years of experience that one had attained in his/her area of work and the level of education of the respondents. These were deemed necessary in this study because the *boda boda* business as the subject of the study depended heavily on these demographic factors as each one of them determined the success or failure of an operator in the business. The accuracy of information given by the respondents also depended on the demographic factors cited above.

4.2 Demographic Information

In this section information about the composition of respondents by gender and age was given. The experience that the respondents had was also a subject of consideration. These factors were important since age, gender and experience are known to determine attitude and may play a role in influencing the earning levels of the operators.

4.2.1 Gender of the Respondents

The researcher established the gender of the *boda bodas*, head teachers, chiefs and DQASO who participated in the study. This was deemed necessary because the ‘Okada’ study in Nigeria, Ellis (2000) established that the female ‘okadas’ earned a little less than their male

counterparts and this difference was attributed to the masculine energy of men than any other factor. Any bias arising from gender parity was then addressed. The gender composition of the *boda bodas*, the head teachers, chiefs and DQASO was then found to be as shown in Table 4.1.

Table 4.1

Distribution of Respondents by Gender

Gender	Category of Respondents		
	<i>Boda boda</i> Operators f(%)	Head Teachers f(%)	Chiefs f (%)
Male	118 (98.33%)	22 (68.75%)	5(83.33%)
Female	2(1.67%)	10(31.25%)	1(16.67%)
Total	120(100%)	32(100%)	6(100%)

KEY: f = frequency, (%) = percentage

The data presented in Table 4.1 showed that all the *Boda boda* operators and majority of head teachers and the education officer in Nyatike are males. This does not reflect the gender parity expected in the education cycle as outlined in the constitution. Moreover, the *Boda boda* business and leadership positions in the country have all shown serious gender bias as denoted in Table 4.1. However it served to show that those in the business had more or less the same energy for equal output in whatever business or work they did.

4.2.2 Age of the *boda bodas*, Head teachers and Chiefs

The ages of these respondents who participated in the study were established. This was important because the age of the participants signified their maturity and therefore reliability of the information they gave. In the case of *boda bodas*, age was found to play a significant role in determining the earnings, attitudes towards school and business together with the challenges faced by the operators. The operators who, because of their age, already had families reportedly had positive attitude towards their business and as a result they faced minimal challenges and in the end had better returns by the close of the day's business according to the reports of the interviews to which they were subjected. The ages of the head teachers, chiefs and DQASO equally gave credence to the information they gave. The ages of the respondents were then found to be as follows:

Table 4.2**Distribution of *Boda bodas*, Head teachers and Chiefs by Age**

Age (in years)	Category of Respondents		
	<i>Boda boda</i> Operators f(%)	Head Teachers f(%)	Chief f(%)
Below 18	11(9.17%)	0	0
18 – 20	37(30.83%)	0	0
21-23	40(33.33%)	0	0
24-26	7(5.83%)	0	0
27-30	7(5.83)	0	0
31-35	18(15.0%)	0	0
36-40	0	7(21.8%)	2(33.33%)
Above 40	0	25(78.2%)	4(66.67%)
Total	120(100%)	32(100%)	6(100%)

KEY: f = frequency, (%) = percentage

While most of the *boda boda* operators (33.33%) were found to be aged between 21 and 23 years, most of the head teachers (78.2%), chiefs (66.67%) and the DQASO (100%) were aged above 40 years as illustrated in Table 4.2. This implied that most of these operators were youths who were within the productive age bracket and would do almost anything that required mere energy to earn a living. Any variance in their earning was then only attributed to the difference in level of education. While the ages of head teachers, chiefs and DQASO were important because they played a supervisory role in the society.

4.2.3 Experience of the *Boda bodas*, Head teachers and Chiefs in their work

The length of working experience of the *boda bodas*, head teachers, chiefs and DQASO was established. Experience was as important as age and gender in determining rates of return from *boda boda* business, attitude and challenges from *boda boda* business. For the chiefs and head teachers the experience was important because it showed the length of time they had dealt with the operators so that they had authority to determine with certainty the operators' attitude. Reardon, Delgado and Malton (1992) in their study in Bukina Faso found that those with five and above years of experience earned more than their colleagues with below five years, they were more trusted by their clients which gave them advantage to realize some income even on difficult days. In respect to the challenges, those who had five years of experience were found to be familiar with traffic rules and this helped them to reduce on police harassment and other challenges. The distributions of the respondents are shown in Table 4.3.

Table 4.3

Distribution of *Boda bodas*, Head teachers and Chiefs by Length of work Experience

Length of experience (in years)	Category of Respondents		
	<i>Boda boda</i> Operators f(%)	Head Teachers f(%)	Chief f(%)
Less than 2	16	0	0
2-5	59	14	3
6-10	40	16	2
Above 10	5	2	1
Total	120(100%)	32(100%)	6(100%)

KEY: f = frequency, (%) = percentage

From Table 4.3 it was established that 2-5 years of experience was where most of the *boda boda* operators fell in, while the head teachers, chiefs and the DQAUSO had more than 10 years of experience in their work. For the *boda boda* operators and other respondents, this length of experience was sufficient enough to make up one's mind concerning the opportunity cost of obtaining primary education against engaging in *boda boda* business or otherwise.

4.3 Education Background

The study sought to establish the level of education of the *boda boda* operators as per the six locations in Nyatike. The responses from the self-administered questionnaires were as illustrated in the Table 4.4.

Table 4.4**Distribution of the *Boda boda* Operators by Level of Education**

Level of Education	Muhuru Bay	Karungu	Macalder	Kaler	North Kadem	Got Kochola	Total
No school at all	1(0.833%)	1(0.833%)	0	0	0	0	2(1.67%)
Class 1	2(1.67%)	1(0.833%)	0	0	0	0	3(2.5%)
Class 2	2(1.67%)	0	1(0.833%)	0	0	0	3(2.5%)
Class 3	3(2.5%)	0	2(1.67%)	1(0.833%)	1(0.833%)	1(0.833%)	8(6.67%)
Class 4	7(5.83%)	4(3.33%)	7(5.83%)	7(5.83%)	6(5%)	5(4.17%)	36(30%)
Class 5	1(0.833%)	0	1(0.833%)	1(0.833%)	2(1.67%)	1(0.833%)	6(5%)
Class 7	0	0	0	0	0	0	0
Class 8	0	2(1.67%)	0	0	0	0	2(1.67%)
Completed Class 8	4(3.33%)	12(10%)	9(7.5%)	11(9.17%)	11(9.17%)	13(10.83%)	60(50%)
Total	20(16.67%)	20(16.67%)	20(16.67%)	20(16.67%)	20(16.67%)	20(16.67%)	120(100%)

KEY: f = Frequency, (%) = Percentage

From Table 4.4, it was evident that majority of the *Boda boda* operators from Nyatike who dropped out of school did so before reaching class five. To further ascertain the enrolment in school and relate it to the *boda boda* business, the head teachers were asked to provide the enrolment data for their schools as at the middle of the year. Figure 4.1 illustrates the summarized findings.

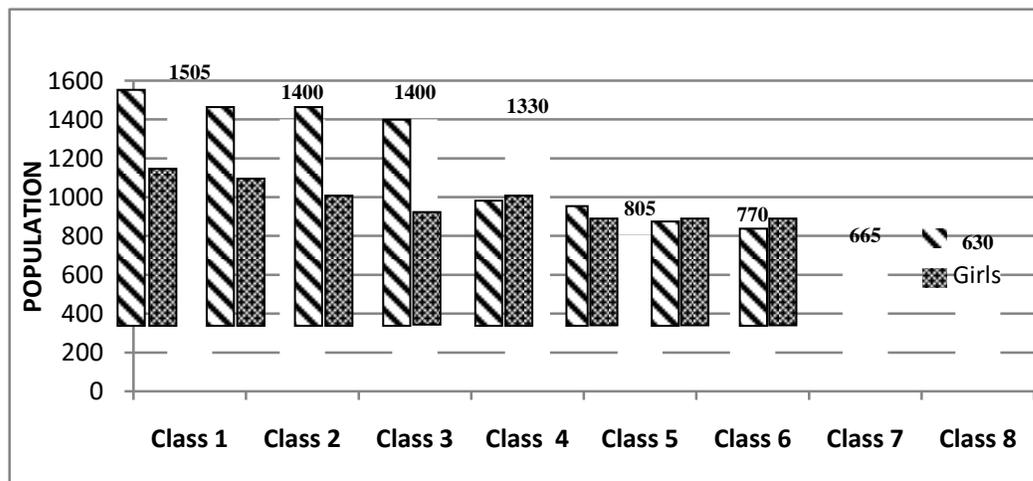


Figure 4.1: Enrolment Trend in 32 Primary Schools in Nyatike

In Figure 4.1, a negatively skewed trend in enrolment in the primary schools in Nyatike was apparent as the cohort in each class progressed into the next classes. Cases of non-attendance of classes were reported in 96 per cent of the schools according to the interview reports by the head teachers. The phenomenon was manifested mostly during popular market days, like Tuesdays and Wednesdays when people attended markets at Muhuru-bay and Sori respectively. The head teachers of primary schools who were interviewed believed that those pupils who were absent from school during such market days, majority of whom boys, did so because they were likely engaged in the transportation of passengers or goods on such busy days from one corner of the Sub-County to the other. The absentees would reportedly re-

appear in school the following day or after several days depending on the possible business of the days ahead. The class attendance per class per day for the year 2013 revealed that there was high pupil attendance in class one (1) up to class four (4). At the same time attendance declined considerably in class five to six but it rose from class seven where it remained fairly steady up to class eight. As already noted the attendance was lowest on Tuesdays and Wednesdays which were the big market days in the Sub-County as indicated by the content analysis of the school daily attendance registers and the interview reports by the head teachers. Correspondingly, on both Tuesday and Wednesday the attendance at the *boda boda* bases showed a swell in numbers to the extent that the registered number of operators per base was substantially surpassed as indicated by *boda boda* base registers and the reports got by way of interviews. On weekends when pupils did not go to schools, the *boda boda* base attendance was comparatively higher than they were on week days. According to base leaders who were interviewed this scenario only helped to suggest that over the weekend the pupils spent some time off to engage in *boda boda* businesses as shown in the *boda boda* base registers.

The head teachers confirmed through interviews that such boys who engaged in taxi operations were easily discernable from the rest of the pupils by the manner of their conduct in school, their spending habits or the brags that would put them a notch higher than the rest of the pupils. Such pupils did not show any interest in quality academic results at school and they easily had excuses to be away from school on numerous occasions more particularly on known market days according to the reports given by the head teachers who were interviewed. Some of these pupils unfortunately, dropped out eventually.

The chiefs, head teachers and the DQASO were asked to state the major causes of school dropout or chronic absenteeism of pupils from schools in the area. The responses included poverty, *offshoot of boda boda* business and lack of parental concern over the children. The effects of HIV/AIDS were also reported to contribute to school dropout. These were similar to what the *boda boda* operators reported as reasons for not completing primary school education. On the other hand, those who reported to have completed primary education indicated that their reasons for doing so was the need to have a better income, live a better life, become rich and seek future leadership in the society or in politics.

The study, further, sought to establish whether the operators ever engaged in *boda boda* riding while still in primary school. This was to help find out whether this early encounter with the *boda boda* business may have acted as an igniting factor to the later involvement in the business before the completion of primary school education. The responses indicated that 40(33.33%) as compared to 11(9.17%) of the operators who went to school beyond class five did so. The frequency with which the operators engaged in *boda boda* business while still continuing with school was found to be as shown in Table 4.5.

Table 4.5

Frequency of *Boda boda*'s riding while still enrolled in School

Response	Frequency	Percentage
Very Frequently	6	11.76%
Frequently	12	23.53%
Not Frequently	33	64.70%

From Table 4.5, it was evident that although the majority of the respondents did not frequently ride *boda boda* while in school, they spent at least some of their learning time in engaging in *boda boda* riding, most probably not as a leisure activity. Moreover, for those who reported very frequently, the explanation that cut across was to make money, while majority of those who reported ‘not frequently’ indicated that they did so because of friends (peer pressure). This response implied that although some of the operators were attending primary schools, their learning was interfered with by the *boda boda* business in one way or the other.

From the foregoing findings, it was evident that *boda boda* business played a significant role in making children drop out of school partly to make money because of the poverty levels of their background. However, there was the argument that *boda boda* business in the region, apart from wasting the children’s school time, also came along with serious discipline issues like theft, abuse of substances, sexual offences. The findings of this study confirmed the observations by Naddumba (2010) who observed that *boda boda* operation had the popular image of a poor person’s or school dropout’s job in Uganda. It further agreed with a study in Moshi (Tanzania) that most of the *boda boda* riders did not go beyond primary school education (Lanjouw & Feder, 2010). Thus this business in most cases was being associated to school drop-outs.

4.4 The Earnings of *Boda boda* Operators with and without Primary Education

The first research question was to determine the earnings of *boda boda* operators with and without primary school education aged between eighteen and thirty five years. In order to

establish this, the researcher sought to establish the level of income of the *boda boda* operators per level of education. But it became necessary to establish whether the operators owned the motor bicycles they were riding because this would make a significant impact on the level of their income. The operators were asked therefore through interviews if they owned the motorcycle that they used in the business and their responses were as shown in Figure 4.2.

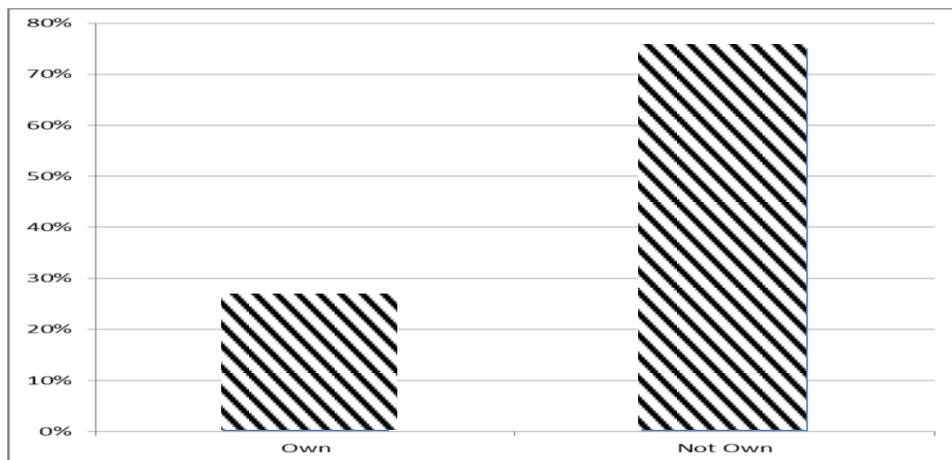


Figure 4.2: Ownership of Motor Cycle/s for *Boda boda* by the Operators

From Figure 4.2, ninety (75%) of the operators did not operate their own motor cycles as compared to 30 (25%) of the operators who reported that they owned the motor cycle that they were riding. This implied that majority of the *boda boda* operators in the sub-county were employed by others and therefore were not the direct beneficiaries of the business, with all the risks involved.

The researcher sought to establish the average daily income drawn from the *boda boda* business. Table 4.6 presents the findings from both operators with primary education and those without primary education aged eighteen and thirty five years.

Table 4.6: Average Daily Income of *Boda boda* operators in Nyatike Sub-County

Average Daily Income		Administrative Locations						
		Muhuru Bay f (%)	Karungu f (%)	Macalder f (%)	Kaler f (%)	North Kadem f (%)	Got Kochola f (%)	Total
Kshs. 201 - 350:	WIPE	2(1.67%)	2(1.67%)	1(0.83%)	0	2(1.67%)	1(0.83%)	8(6.67%)
	WPE	0	1(0.83%)	1(0.83%)	1(0.83%)	1(0.83%)	0	4(3.33%)
Ksh. 351 - 500:	WIPE	2(1.67%)	1(0.83%)	2(1.67%)	2(1.67%)	2(1.67%)	2(1.67%)	11(9.17%)
	WPE	1(0.83%)	2(1.67%)	3(2.5%)	2(1.67%)	1(0.83%)	2(1.67%)	11(9.17%)
Kshs. 501- 650:	WIPE	11(9.17%)	4(3.33%)	6(5.0%)	5(4.17%)	5(4.17%)	3(2.5%)	34(28.33%)
	WPE	3(2.5%)	7(5.83%)	4(3.33%)	7(5.83%)	8(6.67%)	7(5.83%)	36(30.00%)
Kshs. 651- 800:	WIPE	1(0.83%)	1(0.83%)	2(1.67%)	2(1.67%)	0	1(0.83%)	7(5.83%)
	WPE	0	0	0	0	0	0	0
Ksh 801 and above:	WIPE	0	0	0	0	0	0	0
	WPE	0	2(1.67%)	1(0.83%)	1(0.83%)	2(1.67%)	3(2.5%)	9(7.5%)
Total:	WIPE	16(13.33)	8(6.67%)	11(9.17%)	9(7.5%)	9(7.5%)	7(5.83%)	60(50%)
	WPE	4(3.33%)	12(10.00%)	9(7.5%)	11(9.17%)	11(9.17%)	13(10.83%)	60(50%)

KEY: f = frequency, (%) = percentage, WPE = With Primary Education, WIPE = Without Primary Education

From Table 4.6, it was noted that the earnings from the *boda boda* business appeared uniform to both categories of operators across all the six locations of Nyatike especially at the lower brackets of earnings. However, a keener look at the lowest scale of earning which was between Kshs. 201.00 to Kshs. 350.00 per day also revealed that the majority whose earnings rated below Kshs.350.00 were the operators without primary education while their counterparts with primary education were fewer in number at this level of income. There was near uniformity in earnings for both categories of operators for scales of earning that ranged between Ksh.351.00 to Kshs. 650.00, but a considerable departure was noted for higher scales of earnings, that is, Kshs. 651.00 to Kshs. 800.00, where the majority of operators with primary education had an edge over their counterparts without primary education who never realized earnings going beyond Kshs.800.00. The now deemed higher earnings for operators with primary education across the six divisions in Nyatike confirmed that education, however basic it may be, was very important for any economic activity and therefore societies needed to embrace it.

It was further concluded that superficially there appeared to be no significant economic difference between the income of *boda boda* operators without primary education and those with primary education because the difference was merely Ksh. 199.00 per day in favour of the operators with primary school education. However, this difference was significant enough to enable societies realize the importance of primary level of education as compared to its complete absence. It further indicated that there was no opportunity cost of primary education. The study concluded that the level of education determined the rate of return to individuals even when people participate in the same economic activity in same environment

and under similar circumstances. Related studies that had looked at the earnings to bicycle operators or those involved in similar activities did not single out the role played by education, let alone the level of it, in determining the rates of return from the activities. For example, in an economic survey of 'okada' operators in Nigeria, Lanjouw and Feder (2000) established that the daily income of the operators varied according to areas of operation, time of the day, day of the week, time of the month and the political seasons.

Similar sentiments were shared by Howe (2011) who reported that 'okada' operators made booming business during the night than day because the fares substantially increased during the night. Ellis (2000) concluded that the earnings of 'okada' business fluctuated with the number of operators in a designated 'base' or centre of operation. Thus, the more the number of operators, the lesser the daily income realized and vice versa. In this study, the relationship between the daily income of the 'okada' operators and their level of education was not discussed. Whether the knowledge acquired from elementary education made the returns from the 'okada' business higher for those who had it or not was not known. Similar weaknesses were noted in related studies in Uganda (Naddumba, 2010), Busia- Uganda (USAID, 2012), Moshi in Tanzania (Barret, Bezuneh, Caly & Readon , 2000).

As a response, the Nyatike study put in focus the role played by education in dictating the income to the operators. It subjected these omissions to scrutiny and went further to consider the attitudes that formed around acquiring primary education and opting for premature economic pursuits like *boda boda* business based on the perceived returns realized from the business by those already trapped in the business.

In Kenya, two significant studies on the *boda boda* business had been carried out with almost similar findings as already seen above. These studies attempted to link the levels of education of the operators to the income of the operators. For example, Barret, Bezuneh and Aboud (2010) in their Kakamega and Busia-Kenya study revealed that operators with post-primary education had a more stable clientele base and thus a steady income than their counterparts with less than primary education or no education at all. This was attributed to their customer-care and handling skills, which was reportedly better in operators with post primary education than their counterparts without the same.

Yogo (2013) found a significant relationship between the daily income of the *boda boda* operators and their level of education. For instance, the *boda boda* operators who had post primary` education earned an average of Ksh700/- on a daily basis. At the same time the operators with lower levels of education earned Ksh500/- on a daily basis. Though these studies attempted the assessment of the interrelationship between earnings from economic activities and level of education, they ignored primary level of education which was the most basic and presumably the cheapest to afford by even the poorest in society (ILO, 1992). Once again, this was the missing component that the Nyatike study came up to address.

To corroborate the facts determined from the responses given by the operators, the study sought to establish the opinion of the chiefs, head teachers and the DQASO on whether or not they thought there was a significant difference between the income of the *boda boda* operators with primary education and those who did not complete primary education. This approach was considered important because these groups of people or individuals deal with

the operators and school pupils on a regular basis and were better placed to give a supplementary and fair assessment of their operations. Table 4.7 provided a summary of the responses:

Table 4.7

Opinions on whether the difference in income between the *Boda boda* operators with and without Primary Education was more or less

Opinion	Category of Respondents		
	DQASO f(%)	Head Teachers f (%)	Chiefs f (%)
More	0	19(59.4%)	4(66.67%)
Less	1(100%)	13(40.6%)	2(33.33%)
Total	1(100%)	32(100%)	6(100%)

KEY: f = frequency, (%) = percentage

From the data on Table 4.7, the majority of head teachers 19(59.4%) and chiefs 4(66.67%) were of the opinion that there was a significant (more) difference between the income of *boda boda* operator with primary education and those without primary education; while the DQASO was of the opinion that there was no significant difference (less difference) in income between the two categories of *boda boda* operators. The DQASO's response was informed by the belief that the higher a person goes in the academic ladder, the more the income was likely to be greater and vice versa. He did not see a significant difference in the level of education between a primary school graduate and one who had not completely acquired the same level of education in terms of their economic input.

Further, the income per specific level of education was computed and summarized in Figure 4.3.

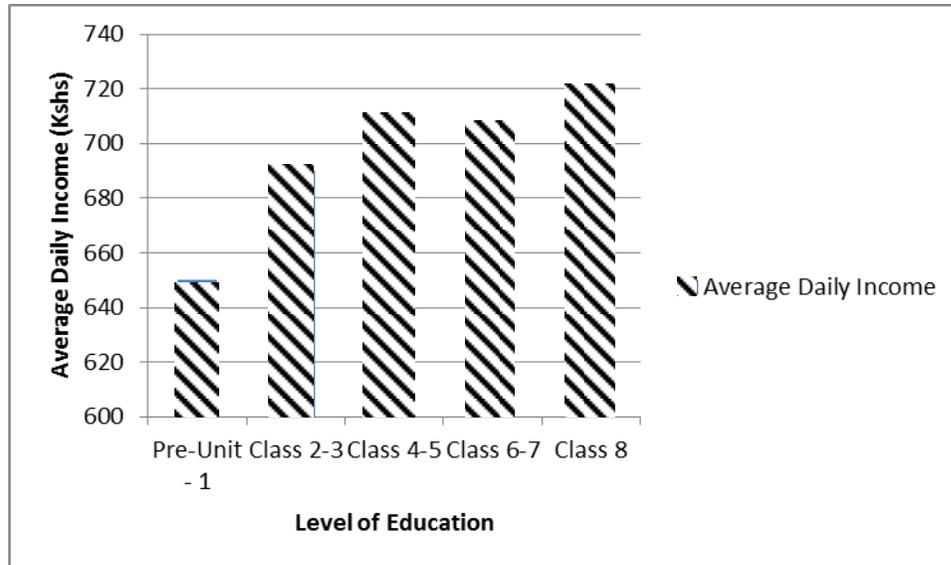


Figure 4.3: Average Daily Income of *Boda boda* Operators per Level of Education

From the figure 4.3, it was noted that in general the trend of earning increased with the level of education of the *boda boda* operators. However, the findings presented in Table 4.5 and Table 4.6, as well as Figure 4.2 revealed that 34(28.33%) of the *boda boda* operators without primary education and 36(30.00%) of those with primary education earned between Kshs 601 – 800 respectively. Thus, from the two tables, there was no significant difference between the income of *boda boda* operators without primary education and those with primary education because the difference was only a mere Ksh. 199.00 in favour of the operators with primary school education. According to the researcher, the difference in earnings made no meaningful economic difference. Therefore, though the primary education was widely supported by governments and the Britonwood institutions and UNESCO, it was the finding of this study that individual pupils and societies should not take primary

education to be an end in itself. It is however an important transition stage which if furthered on was able to bring more economic and social returns.

The DQASO was asked to provide the average cost of schooling per term so that it could be seen to be too heavy for a pupil or his or her family to afford and would easily warrant their drop out from school. Table 4.8 presents the findings:

Table 4.8

Unit Cost of Primary school Education per term, Nyatike-2013

Item	Unit cost per term (Kshs)
Uniform	850
Exercise books	1000
Text books	1200
Activity levy	20
Pens	90
Out of pocket	300
Transport	0
Meals	1,800
Examination fees	520
Government subsidies	340
Others	300
Total	6,420

Source: DEO's Office Nyatike-2013

According to Table 4.8, it was established that a primary school pupil who stayed on at primary school in Nyatike for eight (8) years or 2160 days, incurred a total direct cost of approximately Ksh.154, 080 to acquire the wholesome primary school education. On the other hand a child who was not enrolled in school over the same period of time would not be incurring any such expenses and instead would be earning some income if they were involved in any economic activities. However, since the primary school educated *boda boda* earned Kshs 199.00 more than his colleague without primary education per day, it still meant

that after eight years in the *boda boda* business, the primary school graduate shall have earned Kshs 429,840.00 more than his colleague without primary education involved in the same business over the same period of time. This margin of difference was enough to offset any primary school expenditures for the operator with primary school education and he would still be better off than his colleague without primary education in terms of profit margin from the *bodaboda* business. This further lends credit to need to acquire primary level of education for any kind of economic activity that one may want to participate in. It further proved the fact that there was no significant earnings foregone (opportunity costs incurred) as one pursued primary school education, making the opportunity cost of primary school to be low.

This finding agreed with Vaizey (1972) who dismissed the existence of opportunity cost of primary school education. Though the expenses on education increased as one got promoted to senior classes of primary school education in Nyatike Sub-County, it could be down sized and addressed by the national and county governments in order to make primary education affordable to majority. From computations (Table 4.6) a *boda boda* operator with primary education earned Kshs. 194,400/- a year, assuming that he worked every single day of school days for 54 weeks a year (excluding repairs and cost of hire).

The *boda boda* operators were asked if they were satisfied with the earnings that they got from the *boda boda* business. Their responses were summarized in Table 4.9.

Table 4.9

Perception of *Boda boda* Operators (WPE and WIPE) on their Satisfaction with Earnings

Response	Category of Respondents	
	With Primary Education f(%)	Without Primary Education f(%)
Satisfied	18 (15%)	32 (26.67%)
Not Satisfied	42 (35%)	28(23.33%)
Total	60(50%)	60(50%)

KEY: f = frequency, (%) = percentage

The data presented in Table 4.9 indicated that while majority (42) of operators with primary education was not satisfied with their daily earnings, majority (32) of operators without primary education reported that they were satisfied. The satisfaction was attributed to ownership of the motor cycle and lack of families to take care of; while the dissatisfaction was attributed to high cost of living, maintenance of the motor cycle, rescue from police custodies and daily contributions to merry-go-rounds being run by the *boda boda* organizations.

The study sought to establish whether *boda boda* business had influenced learners to drop out of primary school. All the three categories of respondents answered to the affirmative, meaning that *boda boda* business influenced learners to drop out of school. However, the reasons for dropping out of school into the *boda boda* business given were varied as follows:

Table 4.10**Reasons for dropping out of School into *Boda boda* Business**

Reason	Category of Respondents		
	<i>Boda boda</i> Operators (WPE&WIPE) f(%)	Head Teachers f(%)	Chiefs f(%)
Need to make money/poverty	120(100%)	32(100%)	6(100%)
Rigid School Curriculum	78(65%)	30(93.75%)	6(100%)
Peer pressure	60(50%)	32(100%)	0
High Income	60(50%)	0	0

KEY: f = frequency, (%) = percentage

From Table 4.10, it was evident that poverty or the need to make money was the major reason why learners dropped out of school into the *boda boda* business, as reported by all the respondents, although some of the *boda boda* operators and majority of the head teachers were of the view that peer pressure was also a major reason why learners dropped out of primary school into the *boda boda* business. However, apart from 69(53.9%) of the *boda boda* operators, all other respondents reported that engaging in *boda boda* business was not better than being in school and completing primary education. This was attributed to perceived better life after primary school.

The study investigated the income of the *boda boda* operators versus their level of education. It was established that although there was an increase in income for operators with primary education as opposed to their counterparts without primary education, the difference was not economically significant. This was contrary to the conclusions by Barret, Bezuneh and Aboud (2010) in their Kakamega and Busia-Kenya study which revealed that operators with post-primary education had a more stable clientele base and thus a steady income than their counterparts with less than primary education or no education at all; and Yogo (2013) who found a significant relationship between the daily income of the *boda boda* operators and their level of education. For instance, those with post primary education reported to be garnering an average of Ksh700/- on a daily basis while the operators with lower levels of education reported to be garnering Ksh500/- on a daily basis.

4.5 The Attitude of *Boda boda* Operators towards Primary Education

The second objective of this study was to establish the attitude of *boda boda* operators towards primary school education in Nyatike Sub-county. The *boda boda* operators were later subjected to the Likert scale where their view on this subject was determined. However, to corroborate their views the head teachers, chiefs and DQASO were asked to state their opinion on the general attitude of *boda boda* operators in the region towards primary education. The impromptu responses of the operators alongside those of other participants as identified above were shown in Figure 4.4.

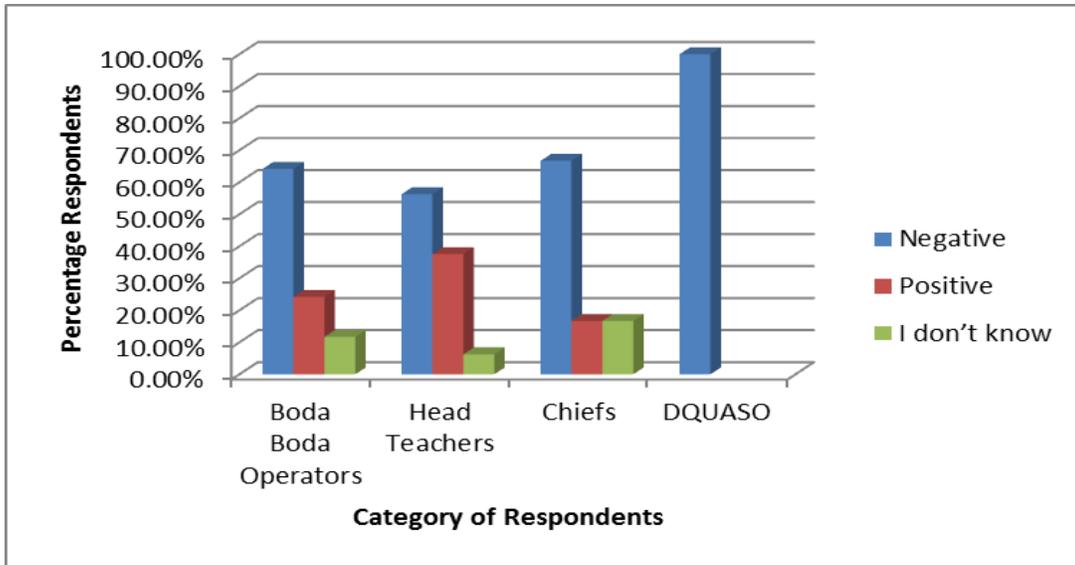


Figure 4.4: General Attitude of *Boda boda* Operators in Nyatike Sub-County towards Primary Education

From Figure 4.4, it was established that 77 (64.17%) of *boda boda* operators, 18(56.25%) of the head teachers and 4(66.67%) of the chiefs surveyed in an interview were of the opinion that *Boda boda* operators in Nyatike sub-county who had no primary school education had negative attitudes towards primary education. The respondents had interacted with the *boda boda* operators on a daily basis and had observed over time that the operators viewed primary education with disdain. To further empirically establish the attitude of the *boda boda* operators' towards primary education the scores on the Likert scale of attitude appearing in Section 'E' of the questionnaire for *Boda boda* operators were illustrated in Table 4.11.

Table 4.11: Attitude of *boda boda* Operators (WPE&WIPE) towards primary school education

Statement	Type of operator	F / S	RATINGS					Total	Mean score
			SD	D	U	A	SA		
I will use my earnings from <i>boda boda</i> business to educate my children through primary education	WPE	F	0	0	0	0	60	60	4.97
		S	0	0	0	0	300	300	
	WIPE	F	0	43	0	7		60	1.90
		S	0	86	0	28		114	
Having a primary level of education makes no difference in operating a <i>boda boda</i> business	WPE	F	20	19	7	8	6	60	2.35
		S	20	38	21	32	30	141	
	WIPE	F	7	2	11	30	10	60	3.53
		S	7	2	33	120	50	212	
With primary education one can get a better paying career than <i>boda boda</i>	WPE	F	0	0	0	2	58	60	4.97
		S	0	0	0	8	290	298	
	WIPE	F	31	3	3	3	1	60	1.72
		S	31	6	9	12	5	103	
Even without primary education, one can effectively market his/her <i>boda boda</i> business	WPE	F	27	22	8	1	2	60	1.87
		S	27	44	24	4	10	112	
	WIPE	F	3	3	12	34	8	60	3.77
		S	3	6	36	136	45	226	
Primary school education will help one use returns from <i>boda boda</i> wisely	WPE	F	0	0	0	2	57	60	4.93
		S	0	0	3	8	285	296	
	WIPE	F	21	22	3	7	7	60	2.28
		S	21	44	9	28	35	137	
Simple repairs and maintenance of motorbikes Can be done without primary education	WPE	F	27	22	9	2	1	60	1.77
		S	27	44	27	8	5	106	
	WIPE	F	8	7	3	29	13	60	3.53
		S	8	14	9	116	65	212	
Given another chance I would invest more in primary education than drop out into <i>boda boda</i> business	WPE	F	0	0	0	0	60	60	5.00
		S	0		0	0	300	300	
	WIPE	F	21	22	2	8	9	60	2.97
		S	21	44	6	32	45	178	

One can be a holder of class eight level of primary education but still fail to get better returns from <i>bodaboda</i>	WPE	F	18	15	4	13	10	60	2.70
		S	18	30	12	52	50	162	
	WIPE	F	10	6	9	21	14	60	3.38
		S	10	12	27	84	70	203	
There should be strict rule on primary school certificate before being registered as <i>boda boda</i> rider	WPE	F	0	0	1	07	52	60	4.85
		S	0	0	3	28	260	291	
	WIPE	F	3	29	5	13	10	60	2.97
		S	3	58	15	52	50	178	
Without primary school education a rider can still have stable customers /cliente	WPE	F	28	21	9	2	0	60	1.75
		S	28	42	27	8	0	105	
	WIPE	F	2	21	3	23	18	60	3.68
		S	2	28	9	92	90	221	
Overall mean	WPE							3.52	
	WIPE							2.97	

KEY: WPE - Boda boda Operators with primary Education
WIPE - Boda boda Operators without primary Education
F-Frequency S-Score

Interpretation of ratings

1.0 -2.99=Negative attitude **3.00**= Neutral **3.10 – 5.00** =Positive attitude

The operators were subjected to an attitude scale to gauge their attitudes towards primary school education. The two groups of operators were to respond to a set of ten questions which comprised of five positively stated questions and five negatively stated questions about primary school education. The responses were as reported below:

On being asked if they would use their earnings from *boda boda* business to educate their children through primary school education, the operators with primary education (WPE) scores rated at 4.97 which indicated that they strongly agreed to the question and therefore had a positive attitude towards primary school education because they would use their earnings from *boda boda* business on their children to get primary school education. This reasoning was probably informed by the benefits of primary education that these categories

of operators had enjoyed as they operated the business for example, the skill of safe riding, avoidance of police harassment attributed to proper knowledge of traffic rules and regulations which the operators had acquired mainly because of primary school education. The operators without primary education on the other hand posted a mean score of 1.90. This also indicated that these operators who lacked primary education still had a negative attitude towards primary education and would not change their mind to put their earnings on their children's education. This was because they were not keen to appreciate the benefits of primary education as long as they continued to engage in *boda boda* business. They would never want to invest in the education of their children too even as this appeared to be retrogressive in the society.

Again when the operators were asked if having primary level of education made no difference in operating *boda boda* business, the operators with primary education scored 2.35 on the Likert scale of attitude, a response that showed that this category of operators disagreed with the statement that primary school education made no difference in operating the *boda boda* business. They therefore held a positive attitude towards primary school education. To them there was a remarkable difference brought to the advantage of the operator with primary school certificate far beyond what was realized by the *boda boda* operator without primary education. The advantages of primary education were cited to be among others imparting knowledge on the operators so that they were able to determine booming routes, times of the day or month when the business was lucrative. The education also empowered them with the knowledge of how to cut deals that would ensure they had no arid period across the day even if it was during hard economic times. The operators without

primary education were found to be handicapped to reach out for such advantages or turn around factors that would be against them in the business to their advantage in the day to day operations of the business.

When the operators were subjected to the statement that with primary education one can get a better paying career than *boda boda* business, the operators with primary education rated at 4.97 on the Likert scale of attitude a score that indicated that this category of operators had a positive attitude towards primary school education and that they hoped that primary education could help them get better paying careers. The irony was that they had not been lucky to get the said better opportunities and had remained stuck in the *boda boda* business for a couple of years by the time of the study. The operators without primary education however disagreed with the statement as they viewed primary education with disdain and felt that it lacked the capacity to help one get a better paying job. They therefore expressed a negative attitude towards primary education.

As to whether one could effectively market his or her *boda boda* business without primary education, the operators with primary education scored 1.87 on the scale which was a strong disagreement with the statement and therefore an indicator of a positive attitude towards primary education. The operators without primary education scored 3.77 again reaffirming their agreement with the statement on the scale. This meant that they agreed with the statement and therefore registered a negative attitude towards primary education.

When subjected to the statement that primary school education helped one use returns from *boda boda* wisely, the operators with primary education scored 4.93 a score that showed total

agreement with the statement and therefore a positive attitude towards primary school education. The argument was that with the knowledge of primary education a *boda boda* operator would make better and informed choices on how to spend the income he got from the business and be able to invest or save to have something to lean on during the arid times of the business. On the other hand, the operators without primary school education scored 2.28 which showed that they had a negative attitude towards primary education. This score helped to indicate that those with primary education understood their investment priority in addition to being well versed in matters of how to grow their business and reap more income from it.

As to whether simple repairs and maintenance of motor bikes could be done without primary school education, the operators with primary education disagreed with the statement when they registered a score of 1.77 and thereby also indicated a positive attitude towards primary school education. The operators without primary education registered a score of 3.53 in support of the statement a response which confirmed negative attitude that this group of operators had towards primary education. According to these operators there were some kinds of repair and maintenance work which an operator could address without necessarily needing primary school education. The knowledge of carrying out such works was already gained through long years of experience and frequent use of the motor bikes as opposed to influence of knowledge got from education.

The operators were also asked to indicate what they would opt for if they were given another chance to invest more in primary education as compared to dropping out into *boda boda* business. The operators with primary education registered a strong agreement with this

statement when they scored 5.00 against their counterparts without primary education who scored 2.97 a score that was ambivalent and could possibly go for lack of support for the statement and therefore a lukewarm negative attitude towards primary education.

The operators with primary education scored poorly when they were subjected to the statement that one can be a holder of class eight level of education but still fail to get better returns from *boda boda* business. They scored 2.70 on the scale. This score however underscored the positive attitude these operators had for primary education. The operators without primary education scored 3.38 on the same statement which meant they were in support of the statement and therefore had a negative attitude towards primary school education.

As to whether there should be strict rules on primary school qualification before being registered as a *boda boda* rider. The operators with primary education scored 4.85 a score that indicated support for the statement and therefore a positive attitude towards primary education. The operators without primary education scored 2.97 and therefore registered a negative attitude towards primary education.

Finally on the statement that without primary school education a rider could still have stable clientele. The operators with primary education scored 1.75 while those without primary education garnered at 3.68 on the Likert scale. These scores showed that operators with primary education tended to agree that stable clientele could only be achieved if one had at least primary school level of education because with the knowledge of primary school

education the operator will acquire certain decorum required in the business and will be able to keep a business healthy rapport with the clients especially the clients they had served before. These operators demonstrated ability to communicate with some of the clients in English or Kiswahili whenever need arose to do so and kept a business healthy relationship with the clientele for future engagements when work would call again from the same clients.

The average of the scores per each category of the operators was later worked out according to the statements and it was realized that the average score for the operators with primary education as far as their attitude towards primary education was concerned was found to be 4.94 for all the positive statements. This score underscored the point that those with primary level of qualification had a positive attitude towards primary education but they were negative on issues that tended to demean the role played by primary school education in carrying out *boda boda* business or any other informal economic activity as evidenced by their score that averaged at 2.09 on all the negative statements on primary education. Further, the average score of operators with primary education on all statements regarding their attitude towards primary education was 3.52 which still confirmed that the operators with primary education had an all round positive attitude towards primary education even though they were not educated. On the other hand the operators without primary education registered 2.37 on all positive statements regarding primary education and scored an average of 3.58 on all the negative statements regarding primary education. The overall grade on the same issue settled at 2.97 which confirmed that they had a negative attitude towards primary education parse.

The study concluded that in a scenario where a sizable number of operators without primary education were negative towards schooling played a significant role to persuade a substantial number young people from these families from school assemblies into little paying commercial activities like *boda boda*, let alone mining and fishing which had equally attracted young people in Nyatike. This study expressed fear that unless this negative attitude was checked, more pupils would pour out into the business and realizing the Education for All (EFA) goal would not be attainable by the projected date of 2015. This was in agreement with the studies by Howe (2011) who reported that persons with low levels of education tended to view schooling negatively than their counterparts with higher levels of education; and Yogo (2013) who observed that the apparent hefty returns from *boda boda* business were pointer to negativity towards schooling and education in general in Rachuonyo South.

4.6 The Attitude of *Boda boda* Operators towards *Boda boda* Business

The third research question was to determine the attitude of *boda boda* operators towards *boda boda* business. To effectively gauge their views and to understand the operators' drive into *boda boda* activities they were asked to give reasons why they started to engage in the *boda boda* business. These reasons were thought to have played the bigger role of determining their attitude towards the business which this study had an interest in. Figure 4.5 presents the findings on the initial reasons for the operators' first engagement in the business.

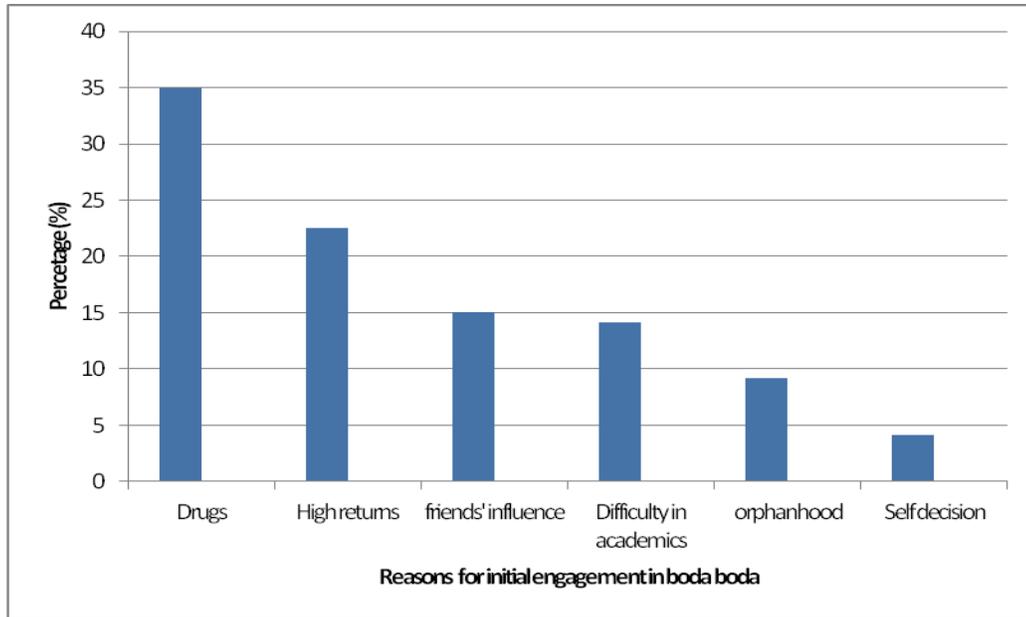


Figure 4.5: Initial Reason for starting to engage in Boda boda Business

From Figure 4.5, it was reported that some of the major reasons for stating to engage in the *boda boda* business by the operators leaned on various factors in life, for instance: 42(35%) operators interviewed reported that the influence of drugs, singling out bhang, easily confused their reasoning and lured them into thinking that life was better with *boda boda* business even if one did not have formal education up to class eight. Later they expressed regrets and even abandoned use of drugs but it was too late to recover the lost time: “If it were not for the bhang I would have continued learning and I know by now I would even be a teacher”, one of the operators was quoted as saying. At the initial stages, *boda boda* enabled the operators to get quick money with which to buy drugs and this only helped to cultivate their interest in the business. About 27(22.5%) operators interviewed believed that there was a lot of money in the *boda boda* business judging by the lifestyle of the operators who lived around them and who were already deeply engaged in the business. They saw the operators in good clothes, they could drink and displayed money easily and they fended for

their families sufficiently something that made others think there was a lot of money in the business. Eighteen (18) operators which constituted 15% cited the influence of friends who eventually lured them into the business. This influence was later to be regrettable as reported by the operators who admitted during the interviews that they did not find the promised monies as their friends had said.

At the same time 17(14.16%) attributed their entry into the business to difficult school curriculum and nagging teachers. The two factors made going to school agonizing and the victims easily got refuge in the *boda boda* activities. A mere 11(9.16%) operators interviewed cited the state of being orphans as the reason that made them to join *boda boda* business as a way of survival after the demise of their parents. Lastly, self-decision was the least reason for starting to engage in *boda boda* business as reported by 5(4.16%) of the respondents interviewed. These reasons served to influence the operators' attitude towards the business and were also needed to convince others to engage in the business. On the issue of convincing friends to engage in the *boda boda* business, all the operators interviewed responded to the affirmative, although the number convinced varied. However, whether or not those whose friends convinced dropped out of primary school to engage in the *boda boda* business, 81(67.5%) of the operators reported that their friends indeed dropped out of school into the *boda boda* business.

The head teachers, chiefs and DQASO were asked during the interviews if they thought that the *boda boda* operators in Nyatike area liked engaging in the business. All of them (100%) reported to the affirmative, with majority of them indicating that those operators without

primary school liked doing the business than their counterparts without primary education. The outstanding explanation given was the inability to secure gainful employment without what they termed proper education. To further ascertain this attitude, the researcher administered a Likert scale type items to measure the perceived attitude of *boda boda* operators towards their business. Table 4.12 presented the scores on the attitude of operators, both with and without primary school education, towards their business.

Table 4.12: Attitude of *boda boda* operators towards *boda boda* business

Statement	Type of operator	F / S	RATINGS					Total	Mean score
			SD	D	U	A	SA		
The income from <i>boda boda</i> business can sustain me and my family effectively	WPE	F	27	32	1	0	0	60	1.57
		S	27	64	3	0	0	94	
	WIPE	F	0	1	2	24	31	60	4.32
		S	0	2	6	96	155	259	
<i>Boda boda</i> business is very risky to my health and life	WPE	F	0	2	0	13	45	60	4.68
		S	0	4	0	52	225	281	
	WIPE	F	49	11	0	0	0	60	1.18
		S	49	22	0	0	0	71	
I live a better life because <i>boda boda</i> business	WPE	F	39	19	1	1	0	60	1.40
		S	39	38	3	4	0	84	
	WIPE	F	2	0	1	22	34	60	4.38
		S	2	0	3	88	170	263	
It is always difficult to find extra money to save from <i>boda boda</i> business	WPE	F	0	1	0	21	38	60	4.60
		S	0	2	0	84	190	276	
	WIPE	F	32	21	1	4	0	60	1.62
		S	32	46	3	16	0	97	
I have no regrets having decided to operate as a <i>boda boda</i> businessman	WPE	F	19	29	12	0	0	60	1.88
		S	19	58	36	0	0	113	
	WIPE	F	5	2	0	22	31	60	4.20
		S	5	4	0	88	155	252	
Given an opportunity I would look for another business other than <i>boda boda</i>	WPE	F	0	0	10	26	24	60	4.23
		S	0	0	30	104	120	254	
	WIPE	F	39	20	1	0	0	60	1.37
		S	39	40	3	0	0	82	
Operating a <i>boda boda</i> business is a source of income like any other business	WPE	F	49	11	0	0	0	60	1.18
		S	49	22	0	0	0	71	
	WIPE	F	0	0	1	29	38	60	5.15
		S	0	0	3	116	190	309	
Operating a <i>boda boda</i> is many a times stressful	WPE	F	0	2	0	12	46	60	4.70
		S	0	4	0	48	230	282	
	WIPE	F	48	10	1	1	0	60	1.25
		S	48	20	3	4	0	75	

The <i>boda boda</i> business has helped me out of poverty	WPE	F	6	8	7	34	5	60	3.40
		S	6	16	21	136	25	204	
	WIPE	F	2	3	13	22	20	60	3.92
		S	2	6	39	88	100	235	
I was compelled by economic constraints to get into <i>boda boda</i> business against my wish	WPE	F	0	2	0	22	36	60	4.53
		S	0	4	0	88	180	272	
	WIPE	F	18	30	12	0	0	60	1.90
		S	18	60	36	0	0	114	
Overall mean	WPE							2.93	
	WIPE							2.49	

KEY:

WPE - *Boda boda* Operators with primary Education

WIPE - *Boda boda* Operators without primary Education

F-Frequency

S-Score

Interpretation of ratings

1.00-2.99 =Negative attitude

3.00 = Neutral **3.10 – 5.00** =Positive attitude

The *boda boda* operators were subjected yet again to a set of ten statements in order to assess their attitude on the *boda boda* business. As to whether the income from *boda boda* business can sustain one and his family effectively, the operators with primary education scored 1.57 on the Likert scale a score that indicated that they felt that income from *boda boda* was not enough to sustain them and their families, this was further pointer to the fact that this category of operators had a negative attitude towards *boda boda* business. On the other hand the operators without primary education who responded to the same statement scored 4.32 and this score confirmed that this category of operators supported the statement and had a positive attitude towards *boda boda* business.

When the operators were subjected to the statement that *boda boda* business was very risky to the riders' life, the scores for operators with primary education on the Likert scale was

4.68. This support for the statement also meant that this category of operators had a negative attitude towards the *boda boda* business. They complained that the business exposed them to cold conditions which brought the risk of pneumonia and a number of airborne diseases or respiratory complications. This score, as compared to the operators without primary education who scored 1.18, meaning they had a positive attitude towards *boda boda* business, only showed the lack of understanding that the illiterate operators had. They did not see the risks involved in the business and the exposure to diseases due to unprotected body during the periods of riding through different weather conditions. They in the end registered a positive attitude towards *boda boda* business apparently in total disregard for the cited challenges.

Later, the operators were asked to respond to the statement that, they lived a better life because of *boda boda* business. The operators with primary education scored 1.40 on the Likert scale a statement that confirmed that they had a negative attitude towards *boda boda* business. They did not consider the business as being responsible for anything good in their lives. It did not help them eat well, their living standards did not look better and their lifestyle did not improve because of *boda boda* business. The operators without primary education scored 4.38 a score that denoted a positive attitude towards *boda boda* business. They appreciated *boda boda* for enabling them to get daily food supplies, pay school fees, buy clothes for their families and meet other requirements in life.

The operators were further subjected to the statement that: it was always difficult to find extra money to save from *boda boda* business. The scores on the Likert scale showed the

operators with primary education garner 4.60, meaning they agreed with the statement and therefore had a negative attitude towards *boda boda* business. They lived from hand to mouth and had no capacity to save any money for future eventualities. On the other hand the operators without primary education scored 1.62 which showed a negative reply to the statement and therefore a positive attitude towards *boda boda* business on the part of this category of operators. The operators without primary education may have had some savings but it was so minimal for major undertakings like paying school fees, hospital bills and other pressing and expensive financial undertakings.

The operators were further treated to the statement that sought to find out if they had any regrets for having decided to operate as *boda boda* businessmen. The operators with primary education had regrets because their score rated at an average of 1.88 a score which itself indicated nay to the statement and therefore underscored a negative attitude the operators had towards *boda boda* business. The operators without primary education however scored 4.20 on the Likert scale thereby rendering their support for the statement and also confirming their positive attitude towards the business.

When the operators were subjected to the statement that sought to establish whether the operators would look for other businesses other than *boda boda* those with primary level of education scored 4.23 in support of the statement. This also showed that they had a negative attitude towards *boda boda* business because they would look for other jobs given a chance. They were only in the business because they were compelled by life circumstances to do so. Those without primary education registered a score of 1.37 which was an indication of their

resentment to the statement. It further confirmed that they had a positive attitude on the *boda boda* business to the extent that they would not struggle to look for any business other than *boda boda* business.

The operators were again subjected to the statement that operating a *boda boda* business was a source of income like any other business to which statement the operators with primary education replied with a score of 1.83. This score showed that the operators with primary education did not recognize *boda boda* business as a source of income but rather a stop gap occupation that only helped for the moment when there was no better job to do. They therefore registered a negative attitude towards the business. The study noted that those without primary education scored 5.15 which confirmed that they acknowledged *boda boda* to be an occupation like any other that guaranteed sufficient income for them. This yet again was a registered positive attitude on *boda boda* business.

When the statement indicated that *boda boda* activity was many a time stressful, the operators with primary education scored 4.70 which was itself a strong agreement with the statement and therefore a confirmation of a negative attitude towards *boda boda* business by this group of operators. The operators without primary education scored 1.25 on the Likert scale and therefore showed a positive attitude for *boda boda* business and did not find it any stressful at all.

As to whether *boda boda* business had helped the operators out of poverty, the operators with primary education returned a score of 3.40 while the operators without primary education scored 3.92 an appreciation by both groups that *boda boda* business had played a role in

elevating them from poverty because they both expressed positive attitude towards *boda boda* business.

Table 4.12 therefore, indicated that the average attitude score of *boda boda* operators with primary education towards their business was found to be 1.89 on all the positively stated statements. This result denoted a negative attitude towards *boda boda* and further confirmed the fact that they were in the business because life circumstances forced them into the business. On the other hand the average score for operators with primary education on all negatively stated statements was 3.98 a score that showed they were negative about the business and they were only involved in it for lack of something better. The averages score of both positive and negative statements on *boda boda* business for operators with primary education was found to be 2.93 a score that was statistically ambivalent but also underscored the fact that the operators with primary education were negative about *boda boda* business. However, the operators without primary education had an average score of 3.52 on all the positively stated statements an indicator that they had a positive attitude towards *boda boda* business. The same category of operators scored an average of 1.46 on all the negatively stated statements that confirmed their positive attitude for the *boda boda* business but on both negative and positive statements combined they had an average of 2.49. This result meant that even the *boda boda* operators without primary education did not support *boda boda* business as they registered a negative attitude towards the business going by the scores. This could be attributed to the perception that one needed primary education even if what you may do to earn a living may not directly require primary level of education. The operators without

primary education thus expressed trust in acquiring primary education without which economic woes facing societies could not be effectively eliminated.

From the findings of this study, it was established that a sizeable number of *boda boda* operators without primary education heavily relied on the business and thus had more positive attitude towards the business than their counterparts with primary education, who had hopes for better economic activities given their primary school education. At the same time a number of operators also supported some aspects of *boda boda* business and did not condemn it wholesale. Both groups agreed to the indispensable significance of education in economic life. The findings of this study were in agreement with Reardon, Delgado and Malton (1992) who recorded significant differences in the attitudes of 'okada' operators with elementary and without elementary education in Burkina Faso toward their business. This study therefore concluded that it was important for one to acquire primary education because this had a direct and positive impact on all aspects of a peoples' economic life but the education cannot replace a peoples' need for survival. They will struggle to make ends meet even without any knowledge of education that was why education needed to give an educated a clear advantage over the uneducated in any economic undertaking. This will make everybody to yearn to have it.

4.7 The Challenges Faced by *Boda boda* Operators

The fourth objective of the study was to establish the challenges that the *boda boda* operators faced, by virtue of their primary school education or lack of it, as they took part in the *boda boda* business. Table 4.3 presents the challenges that were identified by the *boda bodas*, head

teachers and chiefs and the DQASO. The challenges were ranked in order of their seriousness in so far as they affected the operations of the *boda boda* riders.

Table 4.13

Challenges faced by *Boda boda* Operators

Challenge	Category of Respondents		
	<i>Boda boda</i> Operators f (%)	Head Teachers f (%)	Chiefs f (%)
Police harassment	120(100%)	32(100%)	6(100%)
Frequent accidents	120(100%)	32(100%)	6(100%)
Theft	100(83.33%)	27(84.38%)	5(83.33%)
Bad weather	56(46.67%)	20(62.5%)	5(83.33%)
Uncooperative clients	44(36.67%)	0	2(33.33%)
Bad roads	0	20(62.5%)	4(66.67%)
Theft	23(19.166%)	1(3.125%)	5(83.33%)
Reading speedometer	0	19(59.375)	4(66.66)
Estimating time, distance and fuel consumption	32(26.66%)	23(71.875%)	5(83.33%)
Difficulty in communicating to clients in English/Kiswahili	5(4.166%)	30(93.75%)	6(100%)

KEY: f = frequency, (%) = percentage

From Table 4.13, police harassment and frequent accidents were reported by 100% of the bodaboda, head teachers, the chiefs and the DQASO who were interviewed to be the most challenging issues in the *boda boda* business. This was due to the fact that a number of operators began riding while they were still in school and therefore saw no need to or had little literacy required to attend a driving school for proper training on road use and safety. Thus, later in life they took offence as the police officer tried to enforce the law, that is, the *boda boda* operators felt harassed. The police harassment reportedly took the form of taking

bribes from the operators which ended up reducing their profit margin. It was also in the form of asking the operators to offer free rides and at times they faced frequent court cases or costly penalties. There was also the issue of temporary detention or confiscation of motorcycles by the police thus denying the operators the opportunity to realize their daily wages.

These challenges were reported to be to cut substantially into the profit margin of the operators. However, it was the opinion of the researcher that the police officers were not to blame for all the harassments. Some of the *boda boda* operators genuinely flouted the traffic rules. They were seen riding without helmets as required by law. Some rode while drunk and were either rude or uncooperative to the police officers enforcing the law. The *boda boda* operators also failed to service the motor cycles as required and often caused accidents. In some cases the illiteracy of the operators did not allow them to read the road signs and they often found themselves causing accidents or involved in accidents which landed them into problems with the police officers. The fact that majority of the operators used hired motorcycles even made them more careless because they easily left the motorcycles in the hands of the police officers so that the owners of the motorcycles would later struggle to secure their release from the police custody.

The study findings agreed with Yogo's (2013), Barret, Bezunneh, Calvy and Readon (2000) and Ellis (2000) who cited similar predicaments that faced the *boda boda* operators in Kenya and Nigeria, respectively. Similar studies in Kenya by Lay, Michuki and Omar (2007) also prominently cited police harassment as the greatest challenge to *boda boda* operations in

Busia and Kakamega. In all these studies the challenges were attributed to limited education of the operators coupled with sheer carelessness of the *boda bodas* that easily made them fall victims to the police drug nets. Again, understanding basic traffic rules was a challenge to the operators given that the driving manuals were written in standard and conventional English language which the riders without primary education or some with primary education were unable to comprehend satisfactorily.

Accidents were reported yet again by 100% of the *boda bodas*, head teachers, chiefs and the DQASO as a big challenge because of lack of proper understanding of traffic rules. The poor understanding of these rules was due to lack of training already attributed to little or no literacy amongst more than 50% of the operators. The accidents occurred due to high speed, poor overtaking, overloading and the characteristic rush-nature of the *boda bodas*. In some cases the operators were drunk as they rode or they simply did not service the motorcycles. In the researcher's opinion these accidents would be avoided or reduced if the operators had better levels of education that would make them understand, appreciate and implement the traffic rules fully as a matter of saving their own lives and that of other pedestrians. Once again this finding concurred with that of Yogo (2013) in Rachuonyo South, Naddumba (2010) who cited similar challenge in their studies in Kenya and Uganda respectively.

Although most of the head teachers (62.5%) and chiefs (83.33%) surveyed were of the opinion that bad roads was a challenge, 56(46.67%) of the *boda boda* operators were of the contrary opinion, given that the poor state of roads in Nyatike had made it difficult for vehicle users to move about, while the *boda boda* operators took advantage of this to up their

profits. The researcher was of the opinion that the *boda boda* services were however handy and of great convenience to the public. They provided faster means of transport and reduced the agony of having to wait for several hours for a vehicle to get filled with passengers before it set for its destination. The *boda boda* services were generally popular especially in remote country sides where public service vehicles are infrequent.

On whether the operators faced any challenges in respect to uncooperative clients, 44(36.67%) of the operators who were talked to felt that some clients were difficult to handle as they despised or looked down upon the operators as lowly rated people in the society. In some cases some passenger thought that the operators were potential criminals who were only hiding in the business as a result some clients treated them with contempt and suspicion. However, the head teachers reported no challenge to the operators in this regard while 2(33.33%) of the chiefs indicated that this was a challenge to the operators. All the other studies did not capture this as a challenge which made the Nyatike study to be at contrast with the others.

However, according to some operators talked to, cooperation with clients did not seem to matter so much in the business because the contact hour between the operators and their clients was always short lived. The challenge was only a concern to the operators when they lost the cooperation of would be regular clients.

The study also established that on whether theft of motorcycles was a challenge to the *boda bodas*, 23(19.166%) of the operators affirmed that it was a challenge. Only 1 (3.125%) of

head teachers thought theft was a challenge and 5(83.33%) of chiefs reported in the affirmative that theft of motorcycles was indeed a challenge. According to the chiefs this challenge was confirmed by the frequent reports that they got concerning theft. The researcher felt that theft was a general challenge in the society that affected all sectors and *boda boda* business was not to stay unaffected. However, whenever theft occurred the operators lost dearly and some of them ended back to a state of joblessness. This hampered the economy and even increased cases of crime. This finding agreed with Yogo's (2013) whose study in Rachuonyo South listed theft as one of the most challenges to *boda boda* business. In a study by Ellis (2000) in Nigeria, the 'Okada' operators reportedly faced theft as a challenge. USAID (2012) acknowledged theft as a frequent challenge to *boda bodas* in her study of *boda bodas* in Busia-Uganda. In all these studies the theft menace was not blamed on the level of education that an operator had.

As to whether estimating time, distance, fuel consumption and reading speedometer posed a challenge to the operators, the study established that 32(26.66%) of the operators faced these challenges, 23(71.89%) of head teachers thought that the *boda bodas* faced challenges with regard to time, distance, and fuel consumption estimates and reading speedometer. 5(83.33%) of chiefs and 100% of DQASO affirmed that the operators faced challenges in these regards.

Finally, on the question as to whether the operators had any difficulty in communicating to some of their clients in English or Kiswahili, the responses were that 5(4.166%) of operators surveyed faced this challenge. This finding agreed with Yogo (2013) who reported that only

3.1% of *boda bodas* in Rachuonyo South faced a challenge in respect to the use of English or Kiswahili during their operations. This percentage was low because operators at least had the basics of Kiswahili if not English that enabled them to communicate with their clients but the majority of clients were predominantly Dholuo speakers. 93.75% of head teachers and 100% of chiefs and DQASO felt that the operators faced a challenge in communicating with some of their clients in English and Kiswahili. In the other studies in Africa use of language for communication was not cited as a challenge because the motorcycle transport services were mainly for the local population who generally used local vernacular or a wide spread National language namely English in Uganda(USAID,2012), Kiswahili in Tanzania (Barret, Beznneh, Calvy & Readon, 2000) and Kenya (Yogo, 2013).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the researcher presented a summary of the research findings and made conclusions and recommendations thereof.

5.2 Summary of Research Findings

The first objective of this study was to determine the earnings of *boda boda* operators with primary school education aged between eighteen and thirty five years in Nyatike, Migori County during the year 2013. From the finding discussed in chapter four above, it was established that 34(28.33%) of *boda boda* operators without primary education earned Ksh.601 and 36(30%) of those with primary education earned Kshs 800 on a daily basis. This excluded other expenses accruing to the business. Thus, there was no significant economic difference between the earnings of the two categories of *boda boda* operators. This opinion was shared by the DQASO who participated in the study. However, it was revealed in the result that although the difference in earnings between the two categories of *boda boda* operators was minimal, the earnings were better for the operators with primary education, meaning that the foregone earnings did not have value and were too low to much the economic gains of primary school education. Therefore, the minimal difference in earnings between the two categories of *boda boda* was not reason enough to warrant a stop in the pursuit of education and a subsequent drop into the *boda boda* business.

The second objective of the study was to establish the attitude of *boda boda* operators towards primary education, it was found that most operators with primary education recorded more positive attitude towards primary education, than their counterparts without primary education. Interestingly, those with primary education recorded a more negative attitude towards the *boda boda* business than their counterparts without primary education. However, both categories of operators appreciated primary school education as a factor that enhanced returns of an individual in whatever activity they could be involved in.

The third objective was to establish the attitude of *boda boda* operators towards *boda boda* business. The study established that some operators with primary education had a positive attitude on *boda boda* business while the operators without primary education had overwhelming positive attitude towards *boda boda* business. On the other hand operators with primary education showed a negative attitude towards *boda boda* business while operators without primary education showed negative attitude towards *boda boda* business. The conclusion was that those who operated *boda boda* having completed primary education remained in support of primary education and did not approve of getting into *boda boda* business without having acquired the primary level of education. Again those who got into *boda boda* business without primary education were lukewarm in their support for primary education and they gave clear indication that they supported *boda boda* business more than they supported primary education. This attitude was taken to be retrogressive and injurious to the economic as well as the social growth of a society.

Lastly, the last objective was the challenges that faced the operators, the study found that the greatest challenge that was reported by all the respondents who participated in the study was police harassment and frequent road accidents. These were attributed to the limited academic background of *boda bodas*, leading to lack of training in road use and sheer recklessness in riding and lack of proper understanding of road symbols.

5.3 Conclusion

The study has presented the situation in Nyatike Sub-County as it were, economically and educationally. The study recognized the fact that because of the ever-expanding technological advancement and knowledge, it was virtually impossible for a region to pursue development policies without providing for an educated population. Education was therefore to be a major agent for development in Nyatike Sub-County, but it was important that it be adopted and used in the manner appropriate for the developmental needs of Nyatike Sub-County. Primary education therefore needed not be an end in itself.

In conclusion, the researcher observed that although the income accrued from *boda boda* business in a year seemed to be more than the cost of educating a child through primary school, the risks involved in the business were greater. Thus with the low opportunity cost of the forgone alternatives, other aspects of gaining primary education cannot be quantified in monetary terms.

In fact the cost of education therefore- needed to be within the affordability of the people of Nyatike to whom it was being given so that more people can acquire it with ease. This was not so in Nyatike as at the time this study was carried out. Indeed the impact of primary

education on the economic, social and political development of Nyatike Sub-County had been so insufficient to dispel the scepticism that occurred in the 1970's and which still existed amongst people in Nyatike, as to whether investing in the education of a child was an endeavour worth its salt or a loss in totality? This was what probably informed the negative attitude of the *boda boda* operators with primary education towards their business.

5.4 Recommendations

From the foregoing findings, the researcher recommended that:

- a) Individuals and families in Nyatike Sub-County should be assisted to be aware of other means of diversifying their incomes apart from the *boda boda* business.
- b) Urgent measures be taken by the local administration, school administration and managers of *boda boda* bases to curb the seemingly soaring rate of primary school dropout into *boda boda* business.
- c) Specific minimum regulations to be implemented by the managers of the *Boda boda* transport sector to ensure that school drop outs are kept away from the *boda boda* business.
- d) The primary schools take initiative of sensitizing all the learners on the need to complete primary level of education before engaging in income-generating activities like the *boda boda* business.
- e) The Ministry of Education and the County Education officers strengthen partnership with NGOS and other donors in financing education of children from poor households.

- f) Efforts to be made by the *boda boda* operators to attend the necessary training in road use and safety. They may also acquire the required license.
- g) More research to be done on impact of *boda boda* business on secondary education in Nyatike sub-county.

5.5 Suggestions for Further Research

The study suggested the following areas for further research:

- (a) The impact of *boda boda* business on secondary education in Nyatike sub-county.
- (b) The suitability of enterprise primary school education for *boda boda* riders in Nyatike Sub-County.
- (c) The Contribution of Constituency Development Fund (CDF) to the development of education in disadvantaged areas.

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APPENDIX A

BODA BODA OPERATORS QUESTIONNAIRES

My name is Andrew Ondiek from Maseno University and I am carrying out a study on the opportunity cost of acquiring primary school education amongst *boda boda* taxi operators in Nyatike sub-County. You have been selected to participate in the study by responding to the items in this questionnaire as accurately as possible. You may ask for clarification on questions you may not understand. Your identity will not be revealed anywhere during and after this study.

SECTION A: DEMOGRAPHIC INFORMATION

Location

Gender: Male () Female ()

Age:

Below 18 () 18 – 20 years () 21-23 years ()
24-26 years () 27-30 years () 31-35 years ()

Experience:

Less than 2 years () 2-5 years () 6-10 years () Above 10 years ()

SECTION B: EDUCATIONAL BACKGROUND

What is your level of education?

Did not complete primary school ()

Completed Primary School ()

If you did not complete primary education, from what class did you drop out?

.....

If you did not complete primary education, what were your reasons for leaving school?

.....

.....

If you completed primary, what were your reasons for not continuing with education into secondary school?

.....

During the time that you were at school, did you ever engage in *Boda boda* riding?

Yes () No ()

If yes how frequently?

Very frequently () Frequently () Not Frequently ()

Explain your answer

.....
.....

SECTION C: INCOME FROM *BODA BODA* BUSINESS

Do you own the motorcycle that you are riding?

Yes () No ()

If yes, how much money do you make on average per day in Kenya shillings?

.....

If no, how much money do you take to your employer on a daily basis?

.....

On average, how much do you remain with after submitting the employers' money?

.....

In your opinion, is there a difference between the income of *Boda boda* operators who have completed primary school and those who have not?

Yes () No ()

Explain your answer.

.....
.....

Are you satisfied with the earning that you get from this business?

Yes () No ()

Explain your answer.

.....
.....

Do you think *Boda boda* business in your area has influenced learners to drop out of primary schools in order to engage in it?

Yes () No ()

If yes, what aspects of *Boda boda* business make people drop out of school?

High income () Need to raise money () I don't know ()

In your opinion do you think engaging in *Boda boda* business is better than being in school and completing primary education?

Yes () No ()

Explain your answer.

.....

SECTION D: ATTITUDE TOWARDS PRIMARY EDUCATION

From each of the following statements, indicate with a tick (the space that agrees with your opinion where; SA (Strongly Agree) =5; A (Agree) =4; U (Undecided) =3; D (Disagree) =2; SD (Strongly Disagree) =1 for all the positively stated items and a reverse for all the negatively stated items.

Attitude	SA	A	UD	D	SD
I will use my earnings from <i>boda boda</i> business to educate my children through primary education					
Having primary level of education makes no difference in operating a <i>boda boda</i> business					
With primary education one can get a better paying career than <i>boda boda</i> business					

Even without primary education one can effectively market his/her <i>boda boda</i> business					
Primary school education will help one use returns from <i>boda boda</i> wisely.					
Simple repairs and maintenance of motorbikes can still be done without primary education.					
Given another chance I would invest more in primary education than drop out into <i>boda boda</i> business					
One can be a holder of class eight level of education but still fail to get better returns from <i>bodaboda</i> .					
There should be strict rules on primary school certificate before being registered as a <i>boda boda</i> rider.					
Without primary school education a rider can still have stable clientele.					

SECTION E: ATTITUDE TOWARDS BODA BODA BUSINESS

How did you start engaging in *Boda boda* business?

Self-decision () Introduced by friends in the business ()

Forced by life circumstances ()

Have you ever convinced a friend to engage in the *Boda boda* business?

Yes () How many No ()

If yes, did they end up dropping out of school to do so?

Yes () No ()

From each of the following statements, indicate with a tick the space that agrees with your opinion where; SA (Strongly Agree) =5; A (Agree) =4; U (Undecided) =3; D (Disagree) =2; SD (Strongly Disagree) =1 for all the positively stated items and a reverse for all the negatively stated items.

Attitude	SA	A	UD	D	SD
The income from <i>boda boda</i> business can sustain me and my family					
<i>boda boda</i> business is very risky to my health and life					
I live a better life because of <i>boda boda</i> business					
It is always difficult to find extra money to save from <i>boda boda</i> business					
I have no regrets having decided to operate as a <i>boda boda</i> businessman					
Given an opportunity I would look for another business other than <i>bodaboda</i>					
Operating a <i>boda boda</i> business is a source of income like any other business					
Operating a <i>boda boda</i> is many a time stressful.					
The <i>boda boda</i> business has helped me out of poverty.					
I was compelled by economic constraints to do <i>boda boda</i> business against my wish					

SECTION F: CHALLENGESS FACED BY OPERATORS

What challenges do you face in the course of operating a *Boda boda* business in this area?

List them from the most serious to the least serious challenge. Where least serious =1; Small Challenge =2; Challenge =3; Very big challenge =4; Biggest challenge =5

Statement	RATINGS				
	1	2	3	4	5
Finds difficulty to read speedometer when riding					
Find it difficult in estimating time for in-servicing the motor bike					
Finds difficult in communicating with clients in Kiswahili/ English					
Police harassment					
Frequent accidents					
Bad weather/roads					
Doing arithmetic of profit margins					
Estimating distances and fuel consumptions					

Thank you for participating.

APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS

My name is Andrew Ondiek from Maseno University and I am carrying out a study on the opportunity cost of acquiring primary school education amongst *Boda boda* taxi operators in Nyatike sub-County. You have been selected to participate in the study by responding to the items in this questionnaire as accurately as possible. You may ask for clarification on questions you may not understand. Your identity will not be revealed anywhere during and after this study.

SECTION A: DEMOGRAPHIC INFORMATION

Location

Gender: Male () Female ()

Age:

Below 18 () 18 – 20 years () 21-23 years ()

24-26 years () 27-30 years () 31-35 years ()

Experience:

Less than 2 years () 2-5 years () 6-10years () Above 10 years ()

SECTION B: EDUCATIONAL BACKGROUND

In your opinion, what is the level of education of *Boda boda* operators in Nyatike Sub-County?

Did not complete primary school () Completed Primary School ()

For those who did not complete primary education, what could be their reasons for leaving school?

.....
.....

What are the possible reasons for primary school dropout in this area?

.....

In this area, do you have instances where learners drop out of primary school and engage in *Boda boda* business?

.....

If yes, what aspects of *Boda boda* business make people drop out of school?

High income () Need to raise money () I don't know ()

Provide the enrolment trends in your school for the last five years.

What are the causes of nonattendance in your school?

.....
.....

Provide the attendance per day per class.

SECTION C: INCOME FROM *BODA BODA* BUSINESS

In your opinion, is there a difference between the income of *Boda boda* operators who have completed primary school and those who have not?

Yes () No ()

Explain your answer.

.....
.....

In your opinion do you think engaging in *Boda boda* business is better than being in school and completing primary education?

Yes () No ()

Explain your answer.

.....
.....

SECTION D: ATTITUDE TOWARDS PRIMARY EDUCATION

In your opinion, what is the general attitude of *Boda boda* operators towards primary education?

Positive () negative () I don't know ()

Explain your answer

.....

Comment on the behavior of pupils engaged in the *Boda boda* business in your school.

.....
.....

SECTION E: ATTITUDE TOWARDS *BODA BODA* BUSINESS

In your opinion, do you think that the *Boda boda* operators in this area like engaging in the business?

Yes () No ()

If yes, which category prefer the business

Without primary education ()

With primary education ()

Explain your answer

.....

SECTION F: CHALLENGESS FACED BY OPERATORS

What challenges do you face in the course of operating a *Boda boda* business in this area?

List them from the most serious to the least serious challenge. Where least serious =1; Small

Challenge =2; Challenge =3;Very big challenge =4; Biggest challenge =5

Statement	RATINGS				
	1	2	3	4	5
Finds difficulty to read speedometer when riding					
Find it difficult in estimating time for in-servicing the motor bike					
Finds difficult in communicating with clients in Kiswahili/ English					
Police harassment					
Frequent accidents					
Bad weather/roads					
Doing arithmetic of profit margins					
Estimating distances and fuel consumptions					

Thank you for participating.

APPENDIX C

QUESTIONNAIRE FOR ADMINISTRATIVE CHIEFS

My name is Andrew Ondiek from Maseno University and I am carrying out a study on the opportunity cost of acquiring primary school education amongst *Boda boda* taxi operators in Nyatike sub-County. You have been selected to participate in the study by responding to the items in this questionnaire as accurately as possible. You may ask for clarification on questions you may not understand. Your identity will not be revealed anywhere during and after this study.

SECTION A: DEMOGRAPHIC INFORMATION

Location

Gender: Male () Female ()

Age:

Below 18 () 18 – 20 years () 21-23 years ()

24-26 years () 27-30 years () 31-35 years ()

Experience (tick one):

Less than 2 years () 2-5 years () 6-10years () Above 10 years ()

SECTION B: EDUCATIONAL BACKGROUND

In your opinion, what is the level of education of *boda boda* operators in Nyatike Sub-County?

Did not complete primary school ()

Completed Primary School ()

For those who did not complete primary education, what could be their reasons for leaving school?

.....
.....

What are the possible reasons for primary school dropout in this area?

.....
.....

In this area, do you have instances where learners drop out of primary school and engage in *Boda boda* business?

.....

If yes, what aspects of *Boda boda* business make people drop out of school?

High income () Need to raise money () I don't know ()

SECTION C: INCOME FROM *BODA BODA* BUSINESS

In your opinion, is there a difference between the income of *Boda boda* operators who have completed primary school and those who have not?

Yes () No ()

Explain your answer.

.....
.....

In your opinion do you think engaging in *Boda boda* business is better than being in school and completing primary education?

Yes () No ()

Explain your answer.

.....
.....

SECTION D: ATTITUDE TOWARDS PRIMARY EDUCATION

In your opinion, what is the general attitude of *Boda boda* operators towards primary education?

Positive () negative () I don't know ()

Explain your answer

.....
.....

SECTION E: ATTITUDE TOWARDS *BODA BODA* BUSINESS

In your opinion, do you think that the *Boda boda* operators in this area like engaging in the business?

Yes () No ()

If yes, which category prefer the business

Without primary education ()

With primary education ()

Explain your answer

.....

SECTION F: CHALLENGESS FACED BY OPERATORS

What challenges do you face in the course of operating a *Boda boda* business in this area?

List them from the most serious to the least serious challenge. Where least serious =1; Small Challenge =2; Challenge =3;Very big challenge =4; Biggest challenge =5

Statement	RATINGS				
	1	2	3	4	5
Finds difficulty to read speedometer when riding					
Find it difficult in estimating time for in-servicing the motor bike					
Finds difficult in communicating with clients in Kiswahili/ English					
Police harassment					
Frequent accidents					
Bad weather/roads					
Doing arithmetic of profit margins					
Estimating distances and fuel consumptions					

Thank you very much for participating.

APPENDIX D

QUESTIONNAIRE FOR DQASO

My name is Andrew Ondiek from Maseno University and I am carrying out a study on the opportunity cost of acquiring primary school education amongst *Boda boda* taxi operators in Nyatike sub-County. You have been selected to participate in the study by responding to the items in this questionnaire as accurately as possible. You may ask for clarification on questions you may not understand. Your identity will not be revealed anywhere during and after this study.

SECTION A: DEMOGRAPHIC INFORMATION

Location

Gender: Male () Female ()

Age:

Below 18 () 18 – 20 years () 21-23 years()
24-26 years () 27-30 years () 31-35 years ()

Experience:

Less than 2 years () 2-5 years () 6-10years () Above 10 years()

SECTION B: EDUCATIONAL BACKGROUND

In your opinion, what is the level of education of *boda boda* operators in Nyatike Sub-County?

- Did not complete primary school ()
- Completed Primary School ()

For those who did not complete primary education, what could be their reasons for leaving school?

.....
.....

What are the possible reasons for primary school dropout in this area?

.....
.....

In this area, do you have instances where learners drop out of primary school and engage in *Boda boda* business?

.....

If yes, what aspects of *Boda boda* business make people drop out of school?

High income () Need to raise money () I don't know ()

Provide the enrolment trends in primary schools in this sub county

Provide the average cost of educating a primary school child.

SECTION C: INCOME FROM *BODA BODA* BUSINESS

In your opinion, is there a difference between the income of *Boda boda* operators who have completed primary school and those who have not?

Yes () No ()

Explain your answer.

.....

.....

In your opinion do you think engaging in *Boda boda* business is better than being in school and completing primary education?

Yes () No ()

Explain your answer.

.....

.....

SECTION D: ATTITUDE TOWARDS PRIMARY EDUCATION

In your opinion, what is the general attitude of *Boda boda* operators towards primary education?

Positive () negative () I don't know ()

Explain your answer

.....

.....

SECTION E: ATTITUDE TOWARDS *BODA BODA* BUSINESS

In your opinion, do you think that the *Boda boda* operators in this area like engaging in the business?

Yes () No ()

If yes, which category prefer the business

Without primary education ()

With primary education ()

Explain your answer

.....

SECTION F: CHALLENGESS FACED BY OPERATORS

What challenges do you face in the course of operating a *Boda boda* business in this area?

List them from the most serious to the least serious challenge. Where least serious =1; Small

Challenge =2; Challenge =3; Very big challenge =4; Biggest challenge =5

Statement	RATINGS				
	1	2	3	4	5
Finds difficulty to read speedometer when riding					
Find it difficult in estimating time for in-servicing the motor bike					
Finds difficult in communicating with clients in Kiswahili/ English					
Police harassment					
Frequent accidents					
Bad weather/roads					
Doing arithmetic of profit margins					
Estimating distances and fuel consumptions					

Thank you for participating.

APPENDIX E

INTERVIEW SCHEDULE FOR *BODA BODA* OPERATORS

1. In which location do you work?
2. What is your age?
3. How many years of experience do you have on this job?
4. In your opinion, what is the level of education of *boda boda* operators in Nyatike Sub-County?
5. Do you think some *boda boda* operators may not have completed school?
6. What are the possible reasons for primary school dropout in this area?
7. Which of the following aspects of *Boda boda* business make people drop out of school, high income, need to raise money?
8. What is the average cost of educating a primary school child?
9. In your opinion, is there a difference between the income of *Boda boda* operators who have completed primary school and those who have not?
10. What is your view on the statement that *Boda boda* business is better than being in primary school?
11. In your opinion, what is the general attitude of *Boda boda* operators towards primary education?
12. As a *Boda boda* operators in this area do you like engaging in the business?
13. What challenges do you face in the course of operating a *Boda boda* business in this area? List them from the most serious to the least serious challenge.

Thank you for participating.

APPENDIX F

INTERVIEW SCHEDULE FOR DQASO/ADE

1. In which location do you work?
2. What is your age?
3. How many years of experience do you have on this job?
4. In your opinion, what is the level of education of *boda boda* operators in Nyatike Sub-County?
5. Do you think some may not have they completed school?
6. What are the possible reasons for primary school dropout in this area?
7. Which of the following aspects of *Boda boda* business make people drop out of school, high income, need to raise money?
8. What have been the enrolment trends in primary schools in this sub county?
9. What is the average cost of educating a primary school child?
10. In your opinion, is there a difference between the income of *Boda boda* operators who have completed primary school and those who have not?
11. In your opinion do you think engaging in *Boda boda* business is better than being in school and completing primary education?
12. In your opinion, what is the general attitude of *Boda boda* operators towards primary education?
13. In your opinion, do you think that the *Boda boda* operators in this area like engaging in the business?
14. What challenges do you face in the course of operating a *Boda boda* business in this area? List them from the most serious to the least serious challenge.

Thank you for participating.

APPENDIX G
MAP OF NYATIKE COUNTY

