

**FACTORS INFLUENCING PREVALENCE OF BUSSING IN
PRIVATE PRIMARY SCHOOLS IN ELDORET TOWN
UASIN-GISHU COUNTY, KENYA**

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DECLARATION

This research project report is my original work and has not been presented to any other university for any award.

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L50/70 121/2011

This research project report has been submitted for examination with our approval as university supervisor.

SIGN_____

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DATE

ELDORET EXTRA MURAL CENTER

DEDICATION

This work is most dedicated to my parents Wilson Edward Ouna and my late mother Shitandi. You never ceased to busing me to school on your Phoenix Bicycle to school day in day out. It is from your encouragement that I am here where I have reached. To my wife Roselyn Mwikhali, my daughters Shitandi, A., Nanjire, D. and Khatonde, F. You all have been a great inspiration throughout my study. To my brothers Tsalwa, Omukoba, late Kweyu, Aseka, my sisters Nanjira and Esther the voice of our mother still yarns for where she could not achieve in her intellectual desire. The dream to change the world around us to made it a better world of plenty through education. Be blessed you have taken me this far.

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LIST OF ABBREVIATIONS AND ACRONYMS

CEA:	Canadian Education Association
CDE:	California Department of Education
EE:	Educational Encyclopedia
GKS:	Government of Kenya Statistic
KPPRA:	Kenya Institute for Public Policy Research and Analyses
MDE:	Michigan Department of Education
OBH:	Official-Busing Handbook
PSV:	Private Service Vehicle
SD:	Standard Deviation
SPSS:	Statistical Package Science Software
TRACU:	Transport and Road Assessment Centre of UK
UGC:	Uasin-Gishu County
UMTRA:	University of Michigan Metro and Transit Association
USA:	United States of America

ABSTRACT

Transportation of children is becoming a global concern in the major urban region today. This is causing a serious physical, emotional and psychological distress on the children. The prevalence of busing is high especially in Kenya as one of the developing nations. This research will investigate the factors influencing prevalence of busing culture in light of pupil learning in private primary schools in Eldoret town. The areas of interest in these prevalence's are the contributions focus on extend of parental lifestyle to learners transportation to school. Accessibility to motoring service operators on pupils travel, the nature of administrative influence to the vice and the social impact other children peer pressure to embrace busing. The John Biggs constructivism theory on deep learning approach will help shade insight to the theoretic understanding on social issues enforcing pupils into busing drawing a clear conceptual framework constituting the prevalence of busing factors on pupils in private. The study intends to engage descriptive design by employing both qualitative and quantitative tool to operationalize this research. The target population is the 3223 in the 75 private schools within this former Eldoret municipality. The study stratified random sample $\frac{1}{3}$ of these schools obtain 25 areas to investigate a sample of 322 at 12 with a ratio of 1:1, 6 boys to 6 girls. The questionnaire examined the central Business District, suburb and the periphery school. The admission generated data for the Statistical Package Science Software analysis for central tendency mean and standard Deviation for analyzing factors such as parental lifestyle, access to vehicles, leadership and peer pressure influencing prevalence on busing discussion. The results exhibited social forces behind this build up of these phenomena within this town. There was a clear indication of poor policy facing this sector since there was not order among these operators. This is a clear market responding to both internal and external forces. This has led to deregulation of this service operation without guidelines to regulate the player. Awareness must be given room to explore better avenues to operate this sector especially bearing in mind the child without say. This means calling for appropriate approach for key stakeholder to review this mess and develop workable structure toward addressing this issue in good time. Establish a statistical centre for an early warning signs. The study recommendation for further research or presentation for workshops and seminar for policy formulation on busing issues of concern for review and implementation sound pupils transit to their daily destination without intimidation from opportunist. This will allow quick or rapid respond to any eventuality in future through scientific and academics researches. This research model sample was limited to only Eldoret town a much wider scale will in future be required to verify what has been done as per now. This will provide a clear and a critical evaluation on this scourge later not only with private institution but also with public entities.

CHAPTER ONE

1.1 Background to the study

A school bus or busing has been defined as a designed and manufactured vehicle to transport student to and from school or any other school related event. (Daniels 2010). The school bussing type North Africa is distinct according to the federal and provincial conditions designated with yellow strip paint (Highway Safety Program Guideline 2010) Busing therefore becomes more of desegregation with an aim of being racial integration in the society especially the United States of America. Bussing impacts the daily life of the American learners since it commutes 10 billion students for trips yearly. With 480,000 buses carrying 26 million learners to and from school every day (American school bus council). The Canadian study looks a lousing as a mean of student conveyance where the main areas of concern are policies, costs safely and hiring of drivers (Volk 1992 1). In the light of the Kenyan state motor dealers take the centre stage when it comes to design and supplies of buses to schools. These models ranged from the nature of seaters or capacities between buses to minibuses (Education watch 2004).

In the case of United States of America bussing is not a prevalence case, the federal and state makes it a regulation while in Canada bussing is a universal option. It is said 40% of the district school hire or contract for this service. (Wikis 2012). In Kenya the need for bussing is mainly the management initiative which parent sees as a burden. Aloo, Isalambo, Ndichu, Gittitu, Mulwale (2004, 10). In Britain the issue of bussing is more contracting between the parent and the companies. (Green bus 2013) there is no clear demarking as to who boards the bus and buses were designated to their own areas. The genesis of school bussing were the horse drawn by George Shillibeer Quarker Girls Newington Academy of North –East London (Highway safely program Guidelines 2010).

In South Africa the prevalence of bussing takes the American model of USA with increased dependence of public transport system by 2010, the prevalence of bussing demand is people driven., statistic indicates there are 9.1 million registered vehicle for which 39, 941 buses are licensed .

According to this statistical studies, there were 1543 (3.9%) unlicensed with 3537 (8.9%) non road-worthy (Arrive Alive South Africa (2013). There are no factors hindering entry to bussing business to Nigeria. It is open to all players (Nairoland 2013). The taxis allow overloading making them cheap and popular in Nigeria.

Factors influencing pupils to bussing is said to be parent influence for their schooling. This is a preference when enrolling children (Nyokabi 2009). When the states it is low and mandatory (Pietrafesa 2003) school management take a big role on student welfare for which pupil bussing may be a government policy. When it comes to distance access to school administration may enforce busing (Pietrafesa 2009). The Ontario Ministry of transportation (2006) confesses that transportation is a global issue for a competitive economy. They maintain that moving people require efficiency for high credible life. This means lousing for schools is a worldwide issue for which Kenya is not exceptional whatever the busing capacities. Michigan Department of Education (2012) argues that transport is essential for any educational system. Numerous children of school going are exposed to this motto vice of buses and vans in Kenya.

Nairobi schools administration are in support of busing arguing that it is the only remedy to traffic crisis in addressing the problem of children and staff lateness to work. (Aloo et al 2004). It is also argued that purchasing buss is ill motive at the expenses of children confront school needs and parental financial exploitation (Education Watch 2004) Acquisition of buses is more of money minting by head-teachers in this escalating high cost of education (Munyao 2004)

(Buihere 2004) suggest that children are endangered when given so much money to maintain their confront zone. He warns parents to avoid such vice to control children expenditures of unknown. They may take advantage of bussing fee or contributions. Muthoni (2004) claims most private schools don't live up to their expectation by more moving our children from public schools she points out lack of professionalism, poor child psychology usage of time and parental guidance. This study seeks to unveil factors influencing prevalence of lousing in the view of private primary pupils in Eldoret town.

1.2 Statement of the problem

Prevalence of busing as a concept of transportation to school is becoming rampant. The education watch (2004) cover story questions whether to call it a need or craze. Transports being a global concern, more pupils are not aware of the looming consequences surrounding them in these vehicles in the hands of their drivers and cars (Rospa 2000). Most parents seem not to know what goes on after receiving their children to the unknown drivers and these buses. Parents aim at giving their children the best in private school education. They always do this on the pretext of quality at the expensive tutoring (Muthoni 2004). Prevalence of busing comes today in all types of vehicles.

Today prevalence to busing is habitual to all kind of school transit buses, vans, motor bike or bicycles which may be school owned or hired. This is now becoming prevalence to the social class strates in the urban area, critical factors arising from such prevalent influence on busing on pupils in private school is still yet ignored with Eldoret Town of Uasin-Gishu County. Nothing is filed on the County Education Directors about pupils experiences to and from school on busing. Government agencies and the public view such schools as different entities. The traffic police are not enough. The public health seems not to care on our children wellbeing. Peer pressure has been left without sense of moral direction. We need to seal this gap violating travel rights and comfort of pupils. It is against this view this study seeks to unfold the factors influencing prevalence of busing within private primary pupils in Eldoret town. U.G.C. this is meant to provide suggestion as to how this issue may be professionally addressed and handled as public service operation for schools. It is endeavored to prompt policy maker come constitute sound regulation measures to check is deregulation of busing especially in private schools Kenya.

1.3 Purpose

The purpose of this study is to investigate factors influencing prevalence of busing in private school with an aim of suggesting proper control of this vice in learning instructions.

1.4 Objectives of the study

The following objectives have been set to guide these students

1. To establish the extent to which parental lifestyle influences the prevalence of busing in private primary pupils in Eldoret Uasin-Gishu County Kenya.
2. To determine how availability of vans influence the prevalence of busing in private primary pupils in Eldoret Uasin-Gishu County Kenya
3. To establish the level to which school administration influence the prevalence of busing in the private primary pupils in Eldoret Uasin-Gishu Kenya
4. To establish how pupils influence the prevalence of busing in private primary pupils in Eldoret Uasin-Gishu County Kenya

1.5 Research question

The study seeks to address the following research question.

1. To what limit does parent life style influence the prevalence of busing primary pupils in Eldoret Uasin-Gishu County?
2. Which way does availability of vans influences the prevalence of busing among private primary school pupils in Eldoret Uasin-Gishu County?
3. To what extend does school administration influence the prevalence of busing and the private primary school pupils in Eldoret Uasin-Gishu County?
4. How do other pupils influence the prevalence of busing among private primary school pupils in Eldoret Uasin-Gishu County?

1.6 Significance of the study

The County Education Director (CEO) will use the findings to establish control of busing in their local schools through the quality assurance personnel's to mitigate proper management of school buses. It will assist to create awareness that bussing is more of safety and harnessing preparedness of a child to and from school.

The government will use these findings to provide sound policy on school bussing system especially in the ownership and training of drivers in handling institutional buses. Much of this advocacy will help to guide driving school on modification of their driving curriculum on bussing drivers in Kenya.

To the Non-Governmental Organization, this will help such institution engage proper acquisition of appropriate school vehicles with an intention of providing better operational service to their bussing clients. This is especially to parochial and private educational institutions using or providing such services in Kenya.

1.7 Limitation of the study

The four states factor are not the only issues affecting the prevalence influencing bussing system among the private primary schools pupils alone. There are other factors beyond which the research may have no control. Other prevalence factor influencing of bussing would include; Parental economic status, choice in schooling, school – home distance, availability of vehicle, child age factor, Music culture, mass media.

Other aforementioned will be difficult cover in such studies since the research is limited to Eldoret Uasin-Gishu County Kenya. It is vital to note that is place bares different socioeconomic condition that is unique from other countries in Kenya. Thus compiling the researcher's finding as preference for outcome generalization.

1.8 Delimitation of the study

The private schools in Eldoret Uasin-Gishu County are sole or partnership venture owned. Their management style differs from each other. The market forces play a big role when it comes to how such schools conduct their internal and external affairs. Note that pseudo-pupils characters in private school tend to be affected throughout this studies and finding.

1.9 Assumptions of the study

The research assumed that the purpose of pupils high prevalence to bussing was derived from the stated objectives, factor outside the objectives will command negligible impact on the effect of bussing prevalence in this studies on private primary school pupils, holding other factors constant, the study maintained that the intended outcomes against this finding and conclusion on the further recommendations be made after the investigation has been do and analysis defined.

1.10 Definition of significant terms

This section consists of “context meaning” as used in the study.

Availability of vans: Unrestrained presences of vehicles model made or modified to transport pupils to school and home.

Busing: Method of transporting learners from home to school and back home.

Bussing driver: A licensed person authorized to driver children using a designated bus or van from home to school and back.

Culture: The daily way or method of undertaking a certain thing or task.

Habit: Formulation of a way that makes one to be or get used to do a behaviour

Factor: Agent, element or component that influence some kind of behaviour or phenomena

Influence: Power or ability to direct a habit or character of something to your will or direction

Parent: Entails role parent instituted influence on the pupil’s provocation to **bussing** usage.

Pupils: Child or young person taught under supervision of a teacher.

Prevalence of bussing: The magnitude of bussing usage among the primary school Going pupils in private institutions.

School administration: The management structure within the school setting engaged in the influence bussing usage in schools.

1.11 Organization of the study

The study is founded on five chapters where chapter one will address the introduction with the following subheading. Background to the study, problem statement, purpose and objectives of the study, research question , significance , limitation delimitation and assumptions of the study, ending with definition of terms chapter two addresses the related study literature review based on the study set objectives coned against the theoretical framework marked to illustrate variable conceptual framework. The chapter three gives a wide presentation of the research methodology and design; the target population, sampling procedure and sampling size, research instrument, data collection procedure and analysis and operationalization of study variables. The chapter four charts in the data analysis, interpretation and deduction of the finding. The chapter five will draw the summary, discussion, and conclusion and finally makes recommendations of this study.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

This section contains the review of related literatures consisting of:

The introduction and subtopics in reviews; Influence of parents on the prevalence of busing among the private primary pupils, Influence of availability of vehicles on the prevalence of busing among the private primary school pupils, Influence of school administration on the prevalence of busing among private primary school pupils and finally influence of other children on the prevalence of busing among private pupils. This will end up with the theoretical framework and conceptual framework on the review and the knowledge gap of this research study.

2.2 Influence of parents on prevalence of busing use among private school pupils.

UNCHS symposium 1998 on transport indicated a deplorable condition facing the low income earners forcing poor commuter to walk at the expense of private transport (Borter 1998). The only common destiny of the prevalence and disadvantaged pupil is their point of terminal location part of social interaction between the main and mini-buses as organized by the school authorities. Accessibility remains paramount for both pupils and staff where driving visibility must ensure safety for both pupils and staff where the driver visibility must ensure safety for all (Blanco 1999) students by Elizabeth, Susan & Suman 2003 showed that initial early stage of a child interaction with their family is crucial on the later life of any pupil's character. The future behavior is pegged on what they perceive from what their parent do. This will account on the mental and emotional attitude of the respondent (Mbalu 2012).

Bradley (2004; 47) claim that children are naturally fond of exploring ignorant of the dire consequence around them and vigilance is absolute to prevent them for problems; Kiala (2000) warns over parent providing excessive cash provision to child such as traveling allowance as a parental influence on the later children's behavior (Mbalu 2012), David (1995 24) reminds parents that their main obligation is not only their jobs

but even their child which involves watching out for their problems early in their development .

Studies in USA showed that outdoor recreation is the most popular kind on scenic drive adventure one can experience. This type of interaction result into passionate country side magnificent family enjoyment and spectacular beauty. There is kind of pleasure which was derived right from inside the car (Magley 1990). Survey study by education watch claim student are discontent when school principal fail to bus them in vehicles which parents have contributed to purchase for schools. The impact is felt in future when they fail to ride on what they have never experienced (Aloo et al 2005 7). Gertler and Glower (1990) maintained that parents played a big role in deciding education of their child. This choice was driven with what the parent value about a school package and the final results. Nyokabi (2009 10), asserts that various studies on child development indicates children have demands that community must satisfy from love and belonging for them to contribute lack of the society (Ingule, Rono & Ndambuki 1996 158).

In the USA parents have little say then it comes to busing. Their influence as parent is scuttled by the government policy making this service mandatory to their children. The state provides free education and busing making it a parent and child obligation to utilize (Pietrafesa 2003). The role of busing is placed in the hands of the school driver who must ensure pupils are packed and dropped to school. The questions of safety is withdrawn from the parent the moment the pupils leaves home of school (Michigan Department of Education 2012 5) studies conducted in 1940's in Saskatchewan in Canada suggest that parent were hostile and skeptic to embrace busing of their children. Today the issue is more of their children comfort by improving the buses model, fuel cost and retraining of drivers, thus prevalence is tagged on quality and costs (Volk 2012).

Education in Kenya is stratified from the colonial era. The nature of education was dictated by the state studies show most of the institutions were not within reach of children. As boarding schools children had to travel, leaving parent with no choice but category for such cost (Kimengi & Lumallas 2009). Most of the Japanese immigrants to

America have a culture of sending the children to Japanese language school. This kind of habit is said to indoctrinate the child. The element of national propaganda is evident in these children opinion thus directing the way of the child by the parent (Rehquist 2000:41) Study research on student confirmed character direction where former student of Dr. Tien professor of mechanical engineering are today teaching and conducting research in top universities in America (Tien 2000 60). It is argued that welfare recipient parent especially workers fall short in decision making. If given proper training they are liable to provide decent upbringing of their children. (Starr 2000 1250. The level of parents education is vital on the kind of life they offer to their children, Starr 2000 argues that the utmost change in the family structure is the relationship between the spouses. He maintains that children are the relationship between the spouses. He goes head to claim that parents are the greatest nourishment to their off springs. This is likely to affect both poverty and education. (Coontz 2000 137) in respond asserts that women contribute an average of 41 percent to the family earning. As a family historian she recorded that 23 percent of wife's generate high income than their husbands (Coontz 2000 137) attributes divorce to trigger emotional distress on children resulting to loss of income and children relocation of schools. She relates marriage to economic well being that brought to psychological cure-all.

Study carried out by Stephens (1997 143) showed that there was an increase on the number of children being neglected and that 15 percent may not realize their future social potential just to drop out of school. This study advocates for a positive adult role model on child at risk and training program on busing drivers. Andrew & Ben-Arieh (1999 154) argued that children demands are suppressed as a voice in the society. It is only from concern adults, pupils voice and interests are air Andrews et al (1999) Concur with the 1989 United Nation Convention on the Rights of the child as fully human designated as a special group to be protected, contributed to decision making is not the monopoly of the parent.

Andrew (1999) claims that social researchers look at health and calculation as economic indicators as a measure for good social growth. The family income subscribing to children's betterment predicting the child development projections. Williams (1997)

argues that time is the only course of change when people become tired of unstable lifestyle especially law academic careers. People are compelled to reclassify since there is no law on human discrimination restraining basic freedom on schooling or access busing.

2.3 Influence of availability of van on prevalence of busing among pupils.

According to New Jersey school Boards Association busing is a state policy. Transportation of pupils is provide by the law but to certain non-public institution or these enrolled in chartered schools. (New Jersey school bus Association Policy and Library Resources 2003) Study carried out by education watch maintain that there was a looming bit by schools in the entire Kenya in purchasing 62 Scatter Nissan or Scania models. School principals, charge parents, forcing them to carry the burden of paying for these buses (Alco et al 2005) major car dealers remarked. Such as general Motors East Africa, Simba Colt Motors Cooper Motors Corporation (CMC) and Kenya Grange Company provide sale serve these school markets (Education Watch 2005).

The paper on design history showed that 10 billion children commute ever year meaning 480,000 buses are required daily in the states. This high population forces schools either to lease of the district board to purchase them. (Highway Safely Program Guideline 2001). The study clearly indicates there is ready market and population to service this demand. The buses are available as indicated by the manufactures mainly especially in the urban areas than in the rural (Aloo et al 2005). A working paper study on occupation stressed and clearly showed numerous studies undertaken in many countries on busing. Much is said on boys desiring to become drivers. These studies at most addressed prevalence on busing in metropolitan areas them in the rural (Kompier 1996). The paper continues to provide an overview on constrains this large industry instill on drivers while a work especially on health. Comprising the efficiency on busing, this researcher refers this to as a stress in the bus driver's profession (Kompier 1996).

The article publication on privatization synchronizes more of what can be said to be a need to evaluate the state of buses on service provides for school. The mere creation of the school bus expectorate explain there is prevalence of many operators in both

public and private sectors in busing (Lafaire 2001) The development of commercial driver license manual make yet another indication on the important of pupils safely measure concern in this industry. It is a carefully drafted document stipulating both school shows a decline of enrollment of pupils schools between the years 2001 and 2006, the private school handling 4% of primary school enrolment. There has been a steady increase providing a good market for school busing (Nyokabi 2009; 3)

Knox & Pinch (2006 23) claims that occupation structure was the cause of residential difference in family lifestyle and transformation. In the new urban setting, it is said to initiate new transport operation fashioned to the dweller within the suburb prospecting for lucrative new ventures. Knox et al (2006 291) suggests that only urban social sustainability can redefine the ongoing function of the city continuous existence through human interaction communication and cultural development. Multiplicity is yet to face high-densely urban population forms says Blower 1994. This is likely to enforce a change of attitude by entrench private vehicle owners into the central Business District. Shifting transport behaviour claimed by Bretieny 1995 (Knox et al 2006 290). Small urban dense settlement must be sorted out with a kind of public transport bus and pupils 'driver`s expectations and regulation the state use of govern this industry in USA. (American Association of Motor Vehicle Administration 2005). Heavy condition have been imposed on drivers regarding the safely of the pupils as a matter of exposure to school buses, suspension of drivers, revocation or cancelling of the drivers license ensure drivers conforms to proper driving practices (Michigan Department of Education 2005 : 19).

Government publication on what every driver must know indicates that there are over 10 million registered vehicles in Michigan. This document by the state secretary underscored to highlight the kind of risk children and public are in the hands of 7 million drivers in this state. That is to say highway or road as busy today than before (Johnson 2012) Education watch survey maintains that head of school subject pupils to immense transport needs with a bid to impact their education such as academic tours and symposium (Aloo et al).

Covin (2000 169) asserts that there is always an obstacle to a universal coverage being opposition emanating from powerful people with their own interest. Middlewood (1997), claims that public defenders are striper of cash, and when funds are inadequate they squeeze the poor who seek representation. This is the case of numerous Kenya public van on the roads, non-roadworthy not caring the welfare of the pupils. 'Matatu' are today all over with labeled as private school vans. Nyokabi (2009) gives credit to private sector especially in education provision in Kenya mainly in private schools. Not much concern does she give to the bussing about the pupils.

Wanjala, Njeru, Mwangi, Odongo & Muhoro (2005), in-turn quotes Bull 1999 suggesting deregulation creates prevalence influence provision for more development in liberalization on the market state. The study claims majority of transportation investors opt for local second-hand vehicle have increased by 59.32 percent since they are cheaper. 31% of these vehicle are engaged in local commuter operations (Wanjala et al 200 24).

Study carried out by Kenya Institute for public policy research and analysis confirms this.

2.3 Influence of school administration on prevalence of bussing among private school pupils.

The World Bank 1990 report indicates an increased investment in calculation as being crucial to any economic growth and development of any nation. Accessing education in either public or private school is the option of the parent. According to the study by KIPPRA on primary in Kenya say schooling in influenced by the quality manifested by offer made upon the parent's economic status (Nyokabi 2009 1).

Blankstein (2004 106) argues that leadership is the greatest challenge affecting fragmentation effort and direction in schools today. Demands from stake holders require good reorganization framework and philosophy toward any chaos. Blankstein (173) maintain that parent who ones struggle with their education came out devastated working with the school administration. Olembo, Wanga and Keragu (1992) state that the objective of education management is to initiate a sound parent association with voluntary contribution. This will in turn offer the learner with autonomy with ethical working skills.

Hastings (2007 82) asserts that most of the parent who enroll their children to private school are first –time – buyers and were themselves educated in public schools. Critics of private schools maintain results reflect one-on-one assistance with supportive parents. Hastings (2007 92) applauds parochial school for good reputation embodied with value, discipline and order. The size of the local school is proportional to its catchment area but increase with size as you move towards the cities. Most primary public school tends to be close pupils homes prevailing condition. Landy (2004 92) acknowledges that children in the early stages of adolescent are manageable, but only develop as sense of conscience later not to be disobedient to the authorities. The Education Watch survey critiqued most principals for ignoring the plight of students voice by suppressing their democratic demands in the busing decision making (Aloo et al 2005 7). This article reaffirms that student opinion id never sort in the selection or designing of these buses. In some cases buses have been termed as a school top priority that parents must finance as an old boys project.

Mankova (2001 21) study asserts that children are naturally learning–able but the school tend to de-skills them afterwards as their academic life progresses. He cautions administration saying learners’ leaves school not as bright as they had begun. Aloo et al (2005 7) argues that school busing is an administrative planning tool for the event activity academic calendar. It is also seen as driving force of pupils pride as a means of marketing the school, Wilson (1995 134) caution parents and the public that it is difficult for them to quit a gang once being a member. The great influence result into isolation from non complaints. It would be hard to remove children from school which offer busing operation to a non-bus institution. Lasater (1988 250) children are forced to submerge their emotions to preserve illusion that will is right due to compulsive strain imposed on them at the expense of basic corrective knowledge.

Olembo et al (1992 3) reflecting the work of Hersey and Blanchard (1977 127) claiming management is an objective drive between which the superior and subordinate enterprise for a common goal. The individual roles are defined against their responsibilities. Markova (2001 103) reaffirms movement is vital to Kinesthetic –visual-auditory children once put in motion they stopped becoming private but come alive when

motion is instituted. Prevalence of busing by administration can impact either positively or negatively if rightfully instituted on pupils. Dass & Gorman (1991 25) is very concern on insensitivity we accord issue resolving people to cling on private delimiting ones freedom, needs and expectations on self image.

2.4 Other pupils influence on prevalence of busing among private primary school pupils

Studies carried out by Pauley 1958 suggested that busing tends to restrict pupils from taking part in extra-curricular activities while long trips interfere with home relationship. The research sighted less hours of sleep, TV watching, homework fatigue and reorganizational irritations. (Volk 2007 18). Parents make assumption on what they think constitute a good school. Character and reputation at the bus terminus goes beyond what pupils acquire from their classes (Hastings 2007 70).High achieving schools are said to uphold pride for their wide range of curricular and extracurricular activities. They tend to exhibit stimulating and exciting learning environment with student showing a high sense of role in education (Blankstein 2004).

Studies by Blanchard in 1947 and Pauley 1958 showed no correlation between academic achievement among those bused and non-bused students. Similar studies in France between 1970 and 1971a suggested retarded effect on academic was mainly prone to young children. Studies in the same year by glance in 1971b parent repented detrimental effect on the young mammy on homework .Rees survey on 1976 suggested that bussing didn't affect boys difference from girls, including the basic skills, much of the Rees studies and findings was reflective of influence of infested rather than busing. In concluding these studies there was no significant different between bused and non-bused student in academics (Volk 200716)

Londy (2004 83) claim children will not relate with other when they are no secure. Mostly in such cases children are likely to withdraw from bullying companions. Hosting (2007 91) asserts that academics has the tendency of drawing children from far and wide. Such selection may mean pupils are screened for abilities, faith and their residence. Hastings defines a good school as one which children learn when relaxed,

happy and cooperate Briere (1992 49) observes that adult behaviors is a result of childhood traits, any neglects or abuse in childhood will always cartel intimacy, trust and authority as a long-term human social problem. Barasa & Wafula (2013 27) in response agree neglect is a failure to address a child physical and psychological needs, Quoting Barakat & Clerk 1998 Barasa et al (2013 34) nuggets children mischief wish to reaffirm whether low enforcement are functional to certain expectations. On the rules Davis (1995 27) says children must be made to realize that their consequences are likely to inflict harm on others and that behavioural alteration is necessary.

Davis (1995 19) encourages child early interaction to outdoor games for them to master their environment, socialize and secure intellectual manipulation of skills. Davis (28) further asked parent to initiate learning adventure by driving to their neighborhoods to expose child to new experience, such expedition influence early interactions and confidence among children, Andrews & Ben-Arieh (2001 155) are of the opinion that children greatly influence their environment but this resource transfer goes unnoticed . This influence is more of a social process for which they belong. More clarity is required on how this influence impact children and then others. Gardner (2006 83) acknowledges the fact that children in a school are engaged in a highly complex institution situated within highly complex environment. Gamon & Bragdon (2001 139) argues that application of procedural memory in use in life help to learning skill that improves habitual traits such as similar route to a common destination daily.

Beattie (2009 9) seriously examine the issue of self responsibilities pertaining from one past deficits; she claims that codependency habits transform to loyalty dedicated to help. The past experience makes dependent world changing leaders. Klasen (2002 345) study in South Asia and China laments on the effects of gender inequality as a means of lowing education where less able boys are educated at the expense of girls, Bhalotra & Heady (2001 219) argues that the issue of land and large household children are most likely to work harder than children from employed family. That mean income impact the influence of children schooling behaviours which may include their busing influence according to their social origin.

Laseter (1988 480 claims taking responsibility to achieve is learning to ask for assistance from those we can trust, but dependence mean fail to learn to care.

2.5 The Theoretic Framework

The study is based on John Biggs 1999 Teaching for Enhancing learning theory. The model in study re-tracks the 1976 surface and deep approach in realigning student to learning. Thus the construct wish theory assumes teaching that work best for school performance is that which is reflective in turn broaden its base as a practical evaluation outcome of any comprehensive material.

There is usually little or no supervision since it deepens understanding to utilize knowledge below the knowledge surface and perceive in-depth virtual facts for one to make up their case.

The constructivism theory of learning concurs with the factors influencing prevalence of bussing on private primary school pupils. It seeks to provide the insight as to why the bus phenomenon is becoming rampaged. John Biggs theory therefore helps to realign course with what constitute their deeper behavior.

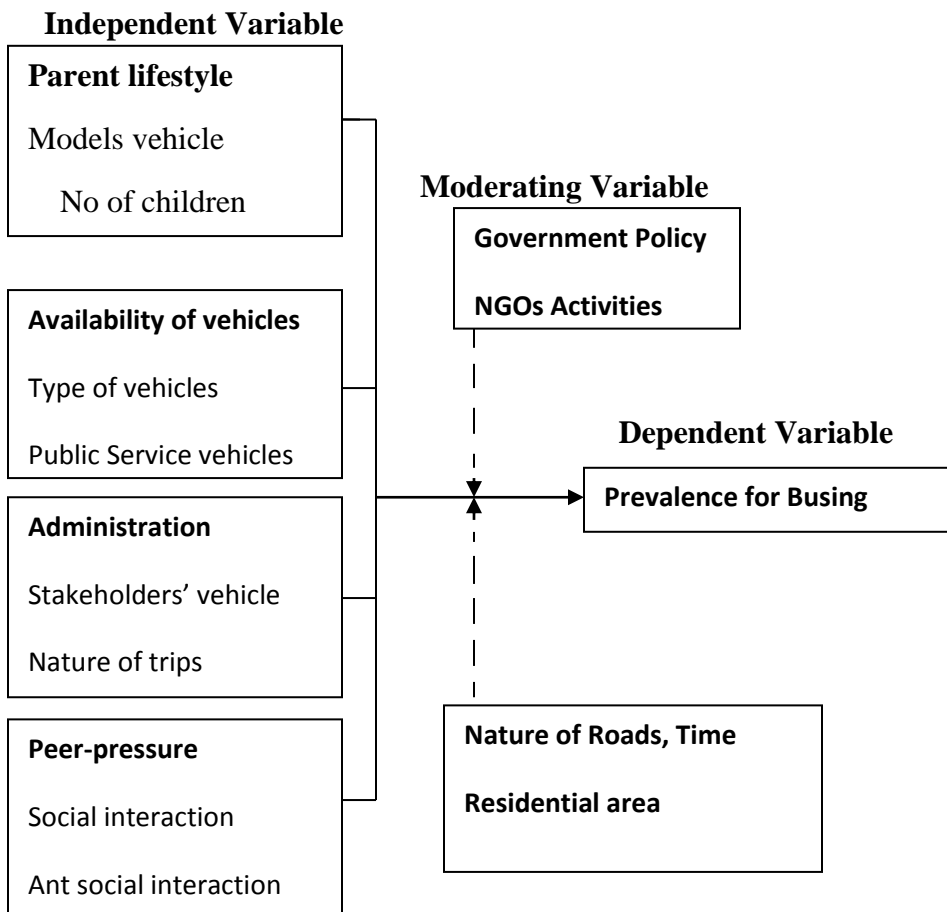
2.6 Conceptual framework

The study conceptual framework is created on independent variable the influencing factors while dependent variable being prevalence of busing. Deeper approach on factors as in learning enhances the existence of busing in a school for pupils. Surface approach to busing does not influence any prevalence to school pupil busing. Parental lifestyle can influence greatly their children into school busing program. Children exposed to early motor vehicle experience end up to school with buses when such service is not available parent pay up fee to access schools. Other children may influence others to follow suit when or if that is the norm of that area.

This prevalence of busing use by pupil is the dependent variable. Time, residential and road moderate the pupil attitude in using the bus. The age difference on gender intervenes as a variable when it comes to distance on bus usage. The high usage of busing is a socialized force especially on school home en-route operators routes without busing

are usually non-social school administrative policy on busing, contributes to the social and academic challenges of both the children and the parent. Psychologically parents want to pay and not be bothered on their children fate. School may hire or purchase a bus or van to counter the parent's child emotional travelling stress. The school value is entrenched to its policy in enforcing busing as a means of academic excellence. The motive toward busing may be attitudinal with the school. The more need to busing redirect wrong attitude to embrace the bus

Figure 2.1 Conceptual Framework on what influence prevalence of busing among private school pupils



2.7 Knowledge gap

Polonsky et al (2010) asserts that conflicts is eminent among particular group of people and being aware why they occur assists to understand and deal with other member in such communities. The mere taking children to school to learn are never enough. The mode through which they access the school matters if learning should be meaningful. The actual transit by vehicle or busing is becoming an enterprising for both Public Services Vehicle and private institution such as school. This study seeks to unfold what is causing the prevalence and whether policies are there in place in this scourge.

Summary of the Literature Review

This was a collection of related review on the research topic on the factors influencing the prevalence of bussing in the private primary Eldoret town schools. The literature review was organized on the bases of the four set objectives in these studies. It was in relationship to the generated question that it examined the limits to which parental lifestyle, availability of vehicles, administration and peer-pressure aggravates this culture. The introduction sets the mood in which the review is drafted from various array of resources such as Academic papers, Articles, Books, Conference papers, Journals, Magazines and the Internet.

The content arrived in this literature review is coined to John Biggs 1999 theory of in depth learning approach which re-evaluate cause of self driven outcome to unsupervised motivated effect to any action. The theory instituted the framework that was used to derive the conceptual framework explaining the extends to which the independent variable factor indicators were moderated and intervened to influence the dependent variable prevalence of bussing. It eventually arrived to the knowledge gap raised in this study creating case for this research question whether policies and regulations exist with the key service operators in this field.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter three entails the research methodology that was employed to conduct the study. The chapter consist of the research design, target population, sampling procedures and sample size , research instruments , reliability and validity of the instrument, data collection procedures and data analysis.

3.2 Research Design

The research engaged descriptive survey to undertake this study for easy management of known characteristic or function of variables (Polonsky& Waller 2010;95) structured questionnaire according to Malhotra et al 2006 is said to elicit specified information from respondent attitudes, intension , awareness behavior and motive (Polonsiky & Waller 2010-137) Questionnaire and interviews will be administered to selected pupils, administrators, drivers for face-to-face to influence and simulate how respondent answer.

Quantitative data engaged 5 points rating scale on the pupils and administrative questionnaire from within Eldoret central Districts and its periphery. Independent factors in questions are the variable influence prevalence of lousing among pupils; parental life style administrative and peer pressure on bussing on private primary schools. This will allow coining the survey design in conducting this duty according to the set research model objectives.

3.3 Target population

The target population was 3,222 pupils of the private primary schools in Uasin-Gishu County where the focus was on Eldoret Municipality with a total population of 19191 pupils attend private in the whole country. The bond of interest was the 75 private schools which were to be sampled in this study.

The sample size composed of 322 of the pupils in the private schools the Eldoret Municipality jurisdiction. The area of investigation focused three zones of the town with a random stratification of $\frac{1}{3}$ on the area covered. This was made to create 25 centers for research with 9 schools within the CBD, 8 schools at the suburb and 8 on the periphery. This translated to a sample size 12 for each school field of study.

3.4 Sampling Procedure and sample size

The study engaged 75 of the private schools in the town at the rate of 10%. Thereafter have a random selection 25 school forming one third proportion of the central business district (CBD), suburban and periphery of 3 schools stratification for each category.

The study employed Kotheri sampling size formula $n_f = \frac{n}{1 + (\frac{n}{N})} = \frac{384}{1 + (\frac{384}{3223})} = 343$. This was adjusted to 322 giving 10% percent of the pupils on the target population convenient for the category in this study. The 1:1 ratio of 161 boys and 161 to girls was created. This made sample size participant $322 \div 3 = 107$ per category (322 \div 2) 161 boys to 110 girl respondent and projectable making this method easy to comprehend in this investigation.

3.5 Research Instrument

Data was collect using open-ended and closed-ended questionnaire to obtain the respondent view, opinion or description experience based of focus group and semi structured interview in this investigation (Polonsky and Waller 2010 152).

This instrument was meant to reflect the pupil's respondent designed in the bussing questionnaires as in Mbalu project research 2012. This was a replicate of world Health Organization (HO) forward by Smart, Hyghes, Johnson, Anumonye and Medinamora 1990. Mbalu maintains validation to this methodology and technique by colleagues and lectures of University of Nairobi in her research. No modification was done from the outcome of the formally study result validity. Thus making this questionnaire applicable for the first on the individual respondents and ascertaining the nature of prevalence of busing among the provide school pupils.

3.5.1: Validity of the instruments

Polonsky and Waller (2010 128) maintain that methodology must be for internal validity to ensure data measures to provide valid answers to the research questions. They both agree high internal validity is crucial for relations generalization accuracy Mbalu (2012; 4) quotes Orodho 2005 saying instrument validity depends on the called data effectiveness on the sampled significance bid to ascertain the degree upon which content validity concurs to the selected objectives of the study. Thus expert intervention is crucial in verifying the measuring technique in advising the researcher direction of study. Refining the study and correcting instruments to the stated questions improves the research validity.

Thus validity was fine tuned based on the research questions base measure which according to Mbalu (2013 24) must respond to Orodho 2005 respondent to interpreted questionnaires to provide reverence on the weakness of the question to confirm to a total cross-section of all respondent involved.

3.5.2 Reliability of the Instruments

Subjecting to a pilot study, Polonsky and Waller maintain that method selected must confirm to a consistent data result should the same variable are explored to the same test- retest 10 pupils in the private schools to make this exclusion from the final sample to ascertain reliability of the research instrument that is measurement to yield similar result . This must be within a lapse span of interval retest administered after or same time in the Eldoret educational zone. The result compiled between times P_{1t_1} and p_{2t_2} must correlate to the same co-efficient of p_{1t_1} to p_{2t_2} given the Pearson- moment correlation coefficient formulae.

$$r = \frac{(\sum p_{1t_1} \times p_{2t_2} - [(\sum p_{1t_1} \times \sum p_{2t_2}) / n])}{\sqrt{[\sum p_{1t_1}^2 - (\sum p_{1t_1})^2 / n] [\sum p_{2t_2}^2 - (\sum p_{2t_2})^2 / n]}}$$

Coefficient correlation is usually grade between 1 and +1 from point 0 to provide a perfect strong variability indicate to the consistence of the instrument. Anything beyond 0.7-1 would suggest instrument high test – retest reliability to this research study.

3.6 Data collection procedure

Research authority was obtained from the school directors through their Headquarters or principals. Notification copy to the county Director of Education to the selected private schools pupils for the test-retest validation and reliability verification. Arrangement for pre-visit was done to demystify unforeseen fears create time for administering questionnaire and conduct with respondent during interview to react to the research questions.

3.7 Data analysis

The data generated was first sorted for easy tallying from the sample size respondents of 322. The statistical values obtained were then used to draw frequency distribution tables. The data was analyzed using statistical package social science software to ascertain descriptive static; percentage and averages (mean – μ value for various categories. The standard deviation was vital in verifying validity and variability sensitive on the variable responses in this study investigation on the factor influencing the prevalence of busing in private primary pupils' schools in Kenya.

3.8 Ethical consideration of the study

The study maintained that ethical consideration on the participants remain anonymous to uphold privacy. This was to ensure personal dignity no one freedom in infringe. The information provided to remain confidential between the researchers and respondent.

3.9 Operationalization of the study variables

Operationalization in this study sets variables in line with the objectives underlined with this research. To establish the influence of parental lifestyle prevalence of busing among private primary school pupils influence of availability of vehicles on prevalence of busing among the pupils in private schools. Influence of administration and other children on the prevalence of busing among pupils in private primary schools. The student questionnaire as appendix II confirms method of the data collection mode.

Table 3.2 Operationalisation analysis of the independent and dependent variables

Objectives	Independent	Dependent	Indicator	Measure	Level of scale	Tools of analysis
To establish the influence of parenting role of prevalence of busing among private school pupils	Parenting style on prevalence of bussing utilization	cars are users parent as non-users Parent as non-advocate of bussing Prevalence of bus users among pupils in private school	Parents bus users Parent against busy Parent non advocates for bussing	Parents pupils access to personal cars	Parent pupils access to work-school vehicle	Descriptive statistics Frequency table Percentages Mean SD
To ascertain the influence of availability of vehicle on bussing among promote school pupils	Availability of vehicle on the prevalence of pupils on bussing	Prevalence of bussing utilization among pupils in private school	Personal vehicle Public within school Private vehicle Institutional vehicle	Personal vehicle Pupil service Assess to private vehicle Institutional vehicles	Pupils access to vehicle along their route	Frequency table Percentages Mean SD
To establish the influence of school administration on prevalence of bussing among private school pupils	School administration on prevalence of pupils bussing utilization	Prevalence of bussing utilization among pupils in private school	School directors Staff utilization School bussing policy	School managerial Staff utilization School bus policy	School management Staff utilization School bus policy	Frequency table percentages Mean SD
To establish the influence of other children on prevalence of bussing utilization any private school pupils	School met on prevalence of pupils of bussing utilization	Prevalence of bussing utilization among pupils on private school	Bussing users Non bussing users Against	Utilizes, Non-utilizes Anti users	Pupils engagement to enforce bussing on others	Frequency table Percentages Mean SD

Summary

This chapter of the research study consists; the methodology and design that makes up the procedure in conducting this investigation. It constitutes the following sub-headings, Target population, Sample procedure, Research instrument involved, Validity and Reliability of instruments, Data collection procedure, Data analysis, Ethical consideration of the study and operationalization order used in conducting the study evaluation. The order is tabulated in terms of the objectives, what constitutes the independent and dependent Variables, the indicators, what are the measures in question, their level of scale and finally, the tools of analysis the research would draw its findings to make up its conclusion and recommendations.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of this research was to investigate factors influencing prevalence of busing among private primary school pupils. It is intended to suggest remedy on the policy deregulating busing vice in private schools. The chapter will present the data findings for analysis, make interpretation and presentation based on the questionnaire administered from 322 respondent from among 25 private school sampled to stratify three faces of the town. The data will address studies on Central Business District, the suburbs and the rural on the periphery of Eldoret town. The pupil must not be manipulated in expressing their opinion but the research assistant to ensure all questionnaires are completed within the stipulated time.

4.2 Response Rate statement of questionnaire returns

The response rate was at 100% comprising of the gender ratio of 1:1 boy 6 against the girls at 6 per school. All questionnaires were returned, with 16 returned spoiled as double entry, erased or note blank constituting 4.96% damaged for any analysis. The legible questionnaire remained at 95.03% making up 306 suitable copies for analysis with 16% manageable errors to work with. The other 22 were infiltrated within these schools.

4.3 Influence of parental lifestyle on prevalence of busing on pupils in private school

The first question was tasked to establish the extent to which parent's influence bus usage on pupils in private school. The pupils were asked to indicate to the best of their knowledge the vehicle models parent bring their pupils to school.

Showing from this Table 4.1 pupils were supposed to make selection using the 5 multiple choices designed for this investigation. In this case 5 indicate provide the highest strength score for '1-salon car', "2-Station Wagon 3Pickups', '4-motor Bikes" and lowest value '5-Non". These choices were line with how the pupils the question influence prevalence on parent usage on vehicle with their children to school.

Table 4.1: Quantify the models parent bus their children to school

Model of car	No of pupils	Percentage on Response
Saloon	62	19.3%
Station wagon	30	9.3%
pickup	29	9.0%
Motor bikes	40	12.4%
non	145	45.0%
Total	322	100%

The samples were code and analyzed with the mean theoretical predetermine mean rating of 3.0. The table 4.1 indicated that 31.7 are in accept that parent mode personal car use have an influence on the prevalence of busing on pupils in private school in Eldoret. The mean was obtained by $\mu = \sum p / \sum s = 1013 / 322 = 3.39$. This result is below the mean rate showing quite a number of parent drivers with their own children to school on their way to work. 45% don't drive with their children to school at all.

The standard Deviation 1.73the Standard Deviation indicates there is a significant variation of the respondent within pupils' samples driving with their parent to school.

4.3.1: The case of the parents not utilizing bus to work but pupil do.

Pupils were required to make similar to indicate the kind of mean used when their children are buses: 1- 'Given lifts to work', 2- 'Use company car', 3- 'Staff van, 4- motor bikes', 5- Town service. The predetermined mean remains at 3. The table 4.2 shows the generated data observed from the questionnaire opinion made by the pupil. This was coded and analyzed for interpretation.

Table 4.2: Distribution on parents varying busing without their children

Parent's un-based pupils do.	No of pupils	Percentages on Response
Given lift	85	26.4%
Company car	63	19.6%
Staff bus	86	26.7%
Motor bike	22	6.8%
Board town service	47	14.6%
Total	322	100.0%

This data shows prevalence choice of parents who prefer not to use buses to work but allow their sibling to board buses to school. The mean score indicate 2.4 which is below the theoretical mean of 3 on the predetermined theoretic mean. The mode in this investigation is at 3 meaning most children don't know why their parents don't choice buses to work. The standard deviation is at 1.4 showing a strong variance of the respondent from the mean. Thus agreeing that, parent who don't use buses but allow their children to do so, have a great prevalence on the usage of buses for their pupils to school.

4.3.2 Parent's disagreement on usage of busing for their children to school

The question investigated the extend of parents opposed to their children getting engage in the usage of school busing

The same approach has also been applied in this case. The parent pupils` opinion carried out is based on the same coding on table 4.3. That was the size of family in relation to their wish to have busing for their children.

Table 4.3: Distribution on pupils view on family size correlation to busing.

Family size	No of pupils	Percentage on Response
Children 7 and above	51	15.8%
Children 6-5	91	28.3%
Children 4-3	78	24.2%
Children 2-1	34	10.6%
No Children	50	15.5%
Total	322	100.0

The investigation shows that parent falling 15% of family 7 and above children size are against busing of children to school. This is also the case of parents with 28.3 % of with 6-5 children dropping to 24% for those with 4-3 children. The rate lowers to 10% for parents with 2-1 child against busing. Those without children are 15.5% against the busing prevalence. The standard deviation of 2.04 is significantly shows a clear a wide variance between the respondents of prevalence disagreement on busing consent.

Table 4.4: Distribution of mean and S D on parent prevalence to busing

Parent travel indicator for prevalence of vehicle utility	Mean	Standard Deviations
Parent who their car to work with children to school	3.39	1.7
Parent not using buses but allow their children to board	3.4	1.4
Parents disagree on the usage of buses in their families	2,7	2.4

This tabulation on Table 4.4 illustrate the mean scores and Standard Deviations indicating parents factor impacting on Eldoret town private schools, Uasin-Gishu County influencing the behavior of busing due to parental utilization factor travel to work and back home during schooling. The model of the cars was a big factor for transiting their siblings to school. The salon cars and station wagon were rated high in terms of comfort. There was also so kind of prestige towards the social class.

The findings also exhibit a kind of security accorded to a family by their parents to their children. It was a kind of family bonding and socialization. The prevalence of busing changes its course with the responses view to their size of their families. As the number of children hiked so did the parental strength to busing children to school changed. Mere having a high number of children may not be a leeway to family school busing. Where there family has a motor this may supplement the vehicle even with large families. Hence there is prevalence of family busing within Eldoret jurisdiction.

4.4 Influence of availability of vehicle on prevalence of pupil busing in Eldoret Town

To address the issues arising in question two that sort to unveil the limit to which access of motor vehicle influence the prevalence of busing among the private school pupils. The study focused on; presence of vehicles plying along the school routes, Public Service Vehicles en-route the school roads and lastly, their school en-route to school and home. Similarly, the pupils were asked to indicate their observation on their opinion of the variable indicators table 4.4

4.4.1: The Presence of vehicle plying along the school route

This question investigates the extent of motor vehicle presence along the school route. The study coded the questionnaire and asked the pupils to provide in responses to the tasked objectives by selection one option of the multiple choice provided. The collected data was sorted for analysis in generating table 4.5 used for investigating verification on accessibility of vehicle plying the school route. This was used for the purpose of making finding in relation to the behavior that was observed in this study.

Table 4.5: Observed prevalence of vehicles en-route the school by pupils

vehicles accessibility to school	No of pupils	Percentage on Response
School buses	145	45.0%
School vans	62	19.3%
teachers Vehicle	33	10.2%
Companies Vehicle	22	6.8%
Family cars	42	13.0%
Total	322	100.0%

The result indicates 45% high level of schools buses to 19.3% of the school vans. The company vehicle made up 10% of the cars busing children to school. Teachers who brought their children with them to school constituted 6.8% of these cars leaving on family car. The standard deviation of 1.5 suggests a fairly significant variance of respondent from the mean indicating there is quite a prevalence of vehicles along the school roads.

4.4.2 Access to Public Service Vehicle indicator to the normal pupil's travel to school affects busing behavior.

This question was designed to shade light of the availability of public service on the school route. It is meant to investigate the extent to which pupils can access public service vehicle a long their route to school. In the coded questionnaire the pupils were tasked with indicating whether such services exist to the show the degree to which this service prevails. The table 4.5 analyses the data finding in this investigation.

Table 4.6: Distribution on observed prevalence of PSVs en-route the school roads

Access to PSV on school routes	No of pupils	Percentage on Response
Nissans vans	104	32.3%
Mini buses	53	16.5%
Motor bikes	61	18.9%
Non	26	8.1%
Kotkots	61	18.9%
Total	322	100.0%

The respondents indicate a 46.8% acceptance that public service vehicles ply on their school route. This is a mean of 2.4 against the predetermined theoretical mean of 3. The value gives a standard deviation of 1.58 from the mean score. There is a significant variance the respondent reliability as isolate, the sampled responses show almost equal percentage of tricycles and motorbike all at 18.9% ply the school route as public service vehicle. Other forms of public transport not identified rank at 8.1%. This shows there is of prevalence of public service vehicle en-route the school roads in Eldoret town.

Table 4.7: Distribution of mean and SD on availability of vehicles on pupils

Availability of motor vehicle to pupils indicators	mean	Standard Deviation
Availability of vehicles on pupils school route	2.0	1.4
Availability of P S Vehicle to pupils on school route	2.4	1.5

The finding obtained from the pupils sampled response on the prevalence of availability of motor vehicles on busing question task two indicated; there is easy access of various motor vehicle along the pupil's route to school encourage this busing behavior. The mere interaction with motor vehicles on their roads easy makes children to circum to busing habits. Pupils who may not be confronted to availability of motor may not be fully

conformed to school busing. All these indicators sampled agree availability exposure to vehicle compel pupils to embracing busing to school.

4.5: Influence on school administration on prevalence of on busing among pupils

4.5.1 Administrative influence on busing

This section was set to answer question number three, it was meant to declare anticipations on the extent to which the school management influence the prevalence of busing use among school pupils through indicators such as; school enforcing arrangement of busing on pupils, staff utilization of bus or van to school, school policy of busing pupils to school to home. The sampled pupils were tasked to query these statements whether school leadership predispose as a factor on the prevalence to busing

Table 4.8: Observed distribution of common personal vehicle ownership in school

Vehicle ownership	Number of pupils	Percentage on Response
School board of directors	102	31.7%
accountants	44	13.7%
teachers	32	9.9%
Subordinate staff	27	8.4%
Head-teachers	100	31.1%
Total	322	100%

The result indicates about private Head-teachers and their Board of Director own vehicle at 31.7 and 31.1 respectively. The accountants have the take of 44%, with teacher maintain 32% leaving the subordinate staff with 27% ownerships of vehicles. Pupils were in agreement school enforcing busing among the private primary school. 1.7 mean on the

predetermined theoretical mean of 3.0. This shows the school arrangement have slight significant influence on busing prevalence on pupils in Eldoret town.

4.5.2 Staff utilization of school bus or vans with pupils

This indicator was set to investigate whether there is that an arrangement that transport exist in school and that the staff accompaniment is required and also as evident in these studies. The questionnaire was coded to engage pupils respond to this task. The collected data analysis obtained as shown in the table 4.7

Table 4.9: Frequency observed staff bused with pupils to school regularly

Persons carried in buses	No of pupils	Percentages on Response
Grounds men	94	29.2%
Cateress	68	21.1%
Security guides	43	13.4%
Others	19	5.9%
General cleaner	81	25.2%
Total	322	100.0

The percentage acceptance by the pupils show 29.2% of Grounds men are transported daily to school, then General cleaner makes up 21.1% in this lifts followed by cateress at 21.1% , the security guide take 13.4 leaving 5.9 for the unknown worker not listed in this investigation. This generated a mean score of 2.6 on the predetermined. The standard deviation is quite high on the variance of the sample response standing at 1.6 from the mean. There is the prevalence of busing in private schools, evident of which staffs accompany pupils bused.

4.5.3 Nature of school bus tasks

This question was set to establish the influence of as a factor enforcing busing in the school. The questionnaire was coded to meet the statement objective and task requires the pupils to answer and generate this investigation data and analysis. The result was used to generate table 4.9

Table 4.10: Frequently trips made by school vehicle in school program schedules

Common trips	Frequency	Percent
Collecting children	119	37.0%
Academic trips	53	16.5%
other	40	12.4%
hiring	24	7.5%
Making deliveries	67	20.8%
Total	322	100.0

The result indicated that 37% task of the school bus is pupils busing in private schools. 20.8% goes to issues related to deliveries while 16.5% is allocated to academic trips. Others take the role of undisclosed duties leaving 7.5% to external task of hiring for public social schedules. The response in this study is given by a standard deviation of 1.6 suggesting a high significance prevalence of busing on school pupils from other tasks. A part from busing, the school vehicles are mainly associated with official duties than outside issues such as public relations.

Table 4.11: Distribution of mean and standard deviation by the school administration on busing over pupils use

School administration pupils busing indicators	mean	Standard Deviation
Administrative influence on busing	2.7	1.7
Staff utilization of school bus and van with pupils	2.6	1.6
Nature of school bus tasks	2.4	1.6

The table 4.6 results on the mean and standard deviation of all the factors on school administration on the pupil prevalence on busing in Eldoret town. It thus indicates pupils in private primary school are initiated into busing through their school arrangements on enrollment to their institutions. This is thus the leadership influence on clients beside their wish or not where the school policy prevails or is enforced. The staff are also coined into the system to safeguard the interest on the school policy were bus are hired or available for busing pupils. Travelling with staff accompaniment is common in such institutions. The mere ownership of vehicles by the school committees and other staff member provided the led as to why these institutions possess buses. The child is the main centre of interest. Psychological aspect here is to be like other while the human factor is social economic as a public relation exercise to advertise their mission and vision to the public. The stakeholders come in take pride on what is their achievement number of buses

4.6 : Influence of other children impact on prevalence of busing utilization to school

4.6.1 Peer group pressure on school-busing

To address the Research Question Number three, the study sort to establish the extent to which Peer pressure encourage pupils into adapting busing phenomenon among the private school pupils. This was driven by the studying the age busing in private school. The result was then coded as per the questionnaire busing. The generated data was then collected and analyzed to draft the table 4.12.

Table 4.12: Peer group-pressure influencing other to adopt busing

Distance difference sitting proximity	No of pupils	Percentage on Response
Age 6 and 7	112	34.8%
Ages 10 and 11	51	15.8%
Ages 12 and 13	39	12.1%
Ages 14and above	20	6.2%
Ages 8 and 9	77	23.9%
total	322	100.0%

The table shows a suggesting diminishing return on busing as the age advances. Between age 6 and 7 the children are fond of busing given with 34.8%. The evident drop shifts to 23.9 at age between 8 and 9. Then 15.8% at age 10-11 going to 12.1% and further drops to 6.2 from ages 14years and above. The standard deviation recorded is at 1.7 from the mean thus indicating a significant positive shift against the predetermined theoretical mean of three. Hence there is a high prevalence of busing influence from peer group when they are young as they grow out of school.

4.6.2: Distance of the pupils from school

This question seeks to investigate the extent to which distance the influence the social acceptance or rejection of other into busing. The prepared questionnaire was coded and pupils asked to respond on their sitting proximity to home distances. The data analysis is as tabulated as per the table 4.13

Table 4.13: Observed Distance Change pupils sitting Patten in busing.

Distance difference sitting proximity	No of pupils	Percentage on response
8- kilometers	120	37.3%
2- kilometers	47	14.6%
Below 2- kilometers	35	10.9%
4- kilometers	41	12.7%
6- kilometers	57	17.7%
Total	322	100.0%

These sitting arrangement experiences are rather interesting since pupils at 37.3% are closer when being collected. The pattern change as they approach their destinations to 17.7%, moving to 12.7 especially returning home. These percentages decrease from 14.6% dropping to 14.6 and finally to 12.7% at the end.

This result was with a mean of 2.3 above the predetermined mean of 3. The standard deviation on the respondent was 1.6 showing a significant prevalence on busing on pupils in private schools based on the travel distance orientation. This is a social utility pattern on long-distance travelers by bus if not regulated by the operators. They tend to diverge only when they approach their destinies.

4.6.2 preference on busing types vehicle,

This study seeks to establish the influence of pupil against busing on other in terms of their types. The coded questionnaire administered wanted the pupils to show whether there is any approval on their choice of buses.

Table 4.14: Observed Distribute of pupils preference on school-bus capacity model

Bus type preference	No of children	Percentage on Response
62- seat-buses	58	18.0%
18 –seat-van	36	11.2%
52 –seat-buses	48	14.9%
24 –seat-mini bus	41	12.7%
72 –seat-buses	116	36.0%
total	322	100.0%

The result deduced 36% favour large bus to smaller types. The choice on preference goes down to further to 18% and then 14%. The pupils were not in favour of mini-buses rating them to 12.7% and worst of all the 18 seat vans which they gave 12.7% percentage score with mean of 3.3 refusing the idea of denouncing busing on others against the predetermined theoretical mean of 3. There was a standard deviation 3.3 from the mean it shows a significant variation of respondent among the sampled pupils against busing prevalence on other in Eldoret jurisdiction that are small.

The finding summery on table 4.14 mean and standard deviation illustration the social behavior observed in based children, in their course of their daily interaction with the other children in relation to busing. The analysis gave this finding to that effect

Table 4.15: Distribution of mean and standard deviation on children impacted to non-bused pupils

Pupils bus experience to non-bused colleagues	Mean	Standard deviation
Distance difference sitting proximity	2.47	1.7
Sitting pattern with distance	2.3	1.6
Pupil preference of bus types	3.3	3.17

The mean and standard deviation suggest pupils may not embrace busing on the account of parent or administration alone. Other children also exert some kind of pressure on them on their busing factor reach enjoyed by them en-route home or to school.

This notion is likely to affect non-socialized pupils to desire or wished to get engage to busing thus accessing school the will offer his service. Such desire may compel the administration or parent to re-engage resource to transportation investments. As much as this type of socialization can influence non-bused pupils, this does not mean they will automatically switch to busing habits in future. The nature of travel is detrimental on the children being bused toward those they sit with. This mainly determined by the age of the pupils' age and distance travelled. As the distance changes, the age factor change into terminus and residential interaction.

The prevalence of busing at one point creates both social and antisocial relationship were children become separation due to the forces emanating from these phenomena. This result shows pupils have no democratic space in the selection on the prevalence of bus choices in their school. There was a silent resentment on the type of buses imposed on these pupils by the school directs. The prevalence of busing is likely to create an anti-social distance between the children and the school busing offer.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This section consists of the fifth chapter organized into the following subheading: summary of the study, discussing of the study findings, conclusion of the study, recommendations of the study and suggestions for further futures studies

5.2 Summary of the study

This study was purpose to investigate factor influencing prevalence of busing among the private primary school pupils in Eldoret Town, Uasin-Gishu County. It was intended to suggest measures that will make busing meaningful service for schools and policy makers in Kenya. The study was guided by the following objective. To establish the influence of parent style on prevalence of busing among private primary school pupils, to establish the influence of availability of vehicles on prevalence of busing among private school pupils, to determine the influence of school administration on prevalence of busing among private primary school pupils, to establish the influence of other children prevalence on busing among private primary school pupils.

The research engaged descriptive design to undertake this study. The target population for the study was 3223 pupils among 75 private schools in this town with a sample size of 322 pupils a 10% of the population. The gander considering provided for 23 boys and 23 girls ration of 1:1 selection from 7 school random stratified sampling making a $\frac{1}{3}$ of this schools.

The data collection instrument was the pupil questionnaire in this case. The analysis of data involved Statistical Package Social Software (SPSS) to generate descriptive statistics for percentage, mean values. Standard deviation evaluated the four research question test variability upon their responses involvement in this study. Finding of the study was interpreted and discussed as shown

5.3 Discussions of the study findings.

The findings sampled from the pupils respondents on the research question one on parental lifestyle on prevalence busing on pupil desire; shows easy access of vehicle either from home, parent with car to work suggesting easy use of busing habit; non-bused pupil by parents find themselves into busing habit since the service are available where family don't provide. This means children are likely to or not to adopt busing whether parent have vehicle or not. This is a clear indication that sampled pupil do agree that availability of vehicle is crucial factor for busing habit to prevail for a school. The habit becomes persistence where the vehicles ply the route between home and school compelling non-bused pupils to join others in the busing culture.

The prevalence influence by the school administration on busing factor predisposes; private primary schools in Eldoret town engage in busing as a result of school leadership. The non-bused pupil gets toggled in the school arrangement in hiring or offering busing service for their pupils. The mere involvement of staff in busing with children, presents good will and adult concern safety on the school commitment on this service to their client. Non compliant pupils are dragged into busing when the administration makes this a compulsory school policy. The school makes the service easily available to their client as a culture and identity. Non-accustomed pupil to busing may not be or not affected by the school policy if family vehicle are available. The sampled respondents may disagree with the policy where parent or children are adamant and against the busing norms. They may be in favor, where the policy is fitting their demand and daily life style but will not bother what other children feel among them in school.

The availability of vehicles on the pupils' school route remains predominant on the pupil's prevalence to busing. Even though there was a big variance on the standard deviation on the sample responses, the mean score on factors remained higher on the busing prevalence in Eldoret town. The exposures to the factors on the children enforce prevalence on the pupil by the parents, service providers, administration or peer pressure. Bused pupils are sociable making non-bused uneasy compelling them to enforce their choice on busing. Travelling in school busing induces a kind on psychological trait that

manifest physically as an individual or group sitting or posing behavior in busing later. This pattern is varied with the busing prevailing conditions and the pupil's status on transit.

Of all the four factors availability is crucial busing practice to be a committal engagement case of pupils transport in private primary school in Eldoret town. The most affected variable is the non-bused pupils who become uneasy if the service is available they cannot access. The samples agree persistence to availability of vehicles buses and vans is the prevalence cause of the school busing among school in Eldoret town.

5.4 Conclusion of the study

This study examined the factor influencing the prevalence of busing habit commonly seen among private primary school pupils in Kenya: this was case of Eldoret town in Uasin-Gishu County. The study generated four questions to examine and rack the following four variables in guiding this research: First, the influence of parent life-style on vehicles influence on prevalence of busing usage habit; secondly, the influence on vehicles or vans availability on prevalence of busing usage habit; thirdly, the influence of school administration of vehicle prevalence on busing use habit; and finally, the influence of other children on bus prevalence on busing usage habit. Access to this prevalence predisposes busing utility phenomena among pupils.

Results exposed that pupils were influenced slightly by their parent ownership to family vehicles at 84 acceptance, whose access encouraged pupil's prevalence to busing trends usage to school , the influence of availability of easy access to public service and private vehicles among pupils at 200 acceptance, the influence of school owner leadership style on transport and policies on pupils at 158 acceptance and a good frequent are the children themselves influencer on prevalence at 157 acceptance on busing in private primary schools.

Further revelations indicate pupils are likely to adopt busing habit from observing what other adult travel behaviours. Pupils who detest busing habit seem to have their own reservations towards these phenomena. It is all about personal experiences that counts

when it come to busing habit. The most prevalence factor rests upon the adults' life-style effect contributing to the influence of the pupils in embracing busing culture.

5.5 Recommendations of the study

The influence of private primary pupils' access to adult vehicles lifestyle on prevalence to busing culture, the influence of availability of vehicles on prevalence to busing habit, the influence of school administration on prevalence on busing habit and finally, the influence other children on other users culminates on the pupils prevalence to school busing culture.

Result revelation shows that pupils are frequently influenced to busing by availability and access to the vehicles involved. Once accessed, the exposure prevalence results to busing custom. Many players tend to compromise the quality and standard of busing as a service invested on the public domain.

The administration influence of private school pupil create need to make the culture accessible to the prevalence to remain a school policy. The management eventually takes the lead by involving the staff as a good will gesture or public relation motive. The practice can be easily be abused where there are no regulation due to deregulation by monopolist.

The children experience is the prevalence to busing exposure in enforcing such culture. The senior or older pupil takes the lead in detesting or attesting this habit for it to prevail. It becomes a generational culture later means of socialization for those who are bused. New encounter is learnt from the older expert in this survival experience in future. Older-guides may take advantage to sale wrong busing packages on innocent and weaker pupil to predate on their demands.

Lastly, parental lifestyle on pupil's prevalence on busing seems slightly ignorant in the fact this remains a school and public operator role. They tend to assume on their money to work but are myopic on the value of service accorded on their siblings. The practice however much may seem popular, the question what is the worth on their

children health, comfort, safety and security case. Future forums, workshops, seminars and policy maker need to address these issues in the light of private school as national entities' and not secluded sectors in education. That is if new player intend to indulge in pupils school transport in Kenya in future.

5.6 Suggestions for further studies

The study recommends further research study on the influence of multimedia prevalence on pupils physical stress among pupil bused. Secondly, examine the academic exposure on prevalence of school trips among busing schools in Kenya as new areas of interest.

Much studies in to indulge the four factor sited in this research; these are parental life-style, availability of motor vehicle, school administration and peer group influence on prevalence to busing habit in Kenya have been recommended. What has been done here represents a smaller view or inference of the Eldoret Town in Kenya. It is my hope further research will investigate the prevalence at a wider scales to provide the true picture of the state not only in Kenya but also regional.

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APPENDICES

Appendix

- 1 Contact Respondent Letter
- 2 Sample Questionnaires Schedule for Pupils
- 3 Enrollment Data of Uasin-Gishu Schools

APPENDIX 1

**THE RESPONDENT
SELECTED PRIVATE SCHOOL,
ELDORET MUNICIPALITY
UASIN-GISHU COUNTY**

Dear Sir/ Madam,

REF: PERMISSION TO CONDUCT RESAERCH DATA COLLECT IN THIS SCHOOL

I am a post graduate student at the University of Nairobi carrying out research on the factors influencing prevalence of busing culture among private primary school pupils in Eldoret town, Uasin-Gishu County. I will be humbles in having your institution and pupils as part of my sample study. Please allow us your children of class 8, 7 and 6, on a ratio of 1:1 boy 23: girl 23 inputs to complete 46 questionnaires. This information will be vital in future to policy formulators and busing operator in enhancing their services to their client the school pupil.

We have ensured the identity and privacy towards this exercise is concealed and protected under ethical principles in conducting research studies in Kenya. Thanks for your co-operation.

Yours faithfully

Signature.....

Omusonga Benson Allan
University of Nairobi

APPENDIX 2

Questionnaire

Pupil's questionnaire

The purpose of this questionnaire is to obtain relevant data about factors influencing prevalence of busing utilization among pupils in private schools in Eldoret town Uasin-Gishu County.

Respondent instruction

Please fill in the questionnaire on the appropriate rating after reading through this document. Feel free to ask where you may not be sure tick on your choice (✓) on the multiple provide.

Task section I: factors influencing prevalence of basing among private school pupils.

1: What is common type of transport parent deliver children in your school?

1-saloon car [] 2-Station wagon [] 3-Pick-ups [] 4-motor bikes [] 5 Not []

2: How are parents without vehicle make to work when your are bused to school

1-Given lift [] 2-company car [] 3 Use staff bus [] 4 motor bike []

5. Kotkots []

3: What parental children family group may dislike the idea of school busing?

1. Above 7 children [] 2, 6-5 children [] 3, 4-3 children

4, 2-1 child [] 5. None []

Task section II influence of availability of vehicle on prevalence of bussing enroute to pupil's private school

4: What are the most common mode of transport to your school route daily

1. The school bus [] 2. The school vans [] 3. Teacher cars []

4. Company vehicles [] 5. Family car []

5: select the nature of Public Service vehicle operator delivering children to your schools?

1. Nissan vans [] 2. Mini buses [] 3. Motor bikes []
4. kotkots [] 5. None []

Task section III Rating influence of school administration on prevalence on busing utilization to school

6. Who are the most car users in your school?

1. The Directors [] 2 Officers [] 3 The teachers []
4. School Heads [] 5. Others []

7. Which staff members are regularly based in your schools?

1. The General workers [] 2. Cateress [] 3 Security guides []
4. Cleaners [] 5. Others []

8. Identify the kind of trips your school bus makes most in its social actives?

1. Collection of pupils [] 2. Academic trips [] 3. Makin delivers []
4 public hiring [] 5 other []

Tasks section IV

To rule the influence of other children impact on prevalence on bussing utilization to school

9. What do think is the age bus sitting pattern in your bus daily travel?

1. 14 years/ above [] 2, 12-13 years [] 3. 10-11years []
4. 9-8 years [] 5. 7 – 6 years []

10. Indicate the distance of your school from the pupils' home

1. 8-kilometers [] 2, 6-kilometers [] 3, 4-kilometers []
4. 2 kilometers [] 5 below 2 kilometers []

12. what is preference choice of bus the size of the bus

1. 72seater bus [] 3, 62 bus seater [] 3, 52 bus seater [] 4,24 mini bus seater[]
5. 18 seater van []

Thank for your co-operations

APPENDIX 3

SCHOOL POPULATION DATA OF PRIMARY SCHOOL S-UASIN-GISHU COUNTY

Primary Schools Table

District	Eldoret west	Eldoret East	Wareng	Municipality	Grand total
Public	145	130	116	42	433
private	97	64	34	75	270
Total	242	194	150	117	703

Pupils' population Table of Eldoret Municipality

Boys	Girls	Total
1552	1671	3222