

**ASSESSMENT OF THE EFFECT OF TRANSPORT ON SCHOOL GIRLS
ACADEMIC PERFORMANCE IN THE CITY OF DAR ES SALAAM: A CASE
OF ILALA MUNICIPAL**

ASHERI CHILEWA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN SOCIAL
WORK (MASW) OF THE OPEN UNIVERSITY OF TANZANIA**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled, ***“Assessment of the Effect of Transport on School Girls Academic Performance in the City of Dar es Salaam: A Case of Ilala Municipal”*** in partial fulfillment of the requirements for the Degree of Master of Arts in Social Work (MASW) of the Open University of Tanzania.

.....

Dr. Emmanuel Patroba Mhache

(Supervisor)

.....

Date

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DECLARATION

I, **Asheri Chilewa**, do hereby declare that, this dissertation is my own original work and that it has not been presented, and will not be presented, to any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my beloved children Gilbert, Stanley, Irene, Patrick and to my lovely wife Prisca Peter Antony, whose patience and support inspired this undertaking. They were there for me financially, physically and psychologically throughout this exercise.

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ABSTRACT

This study assessed the impacts of transport on school girls' academic performance in Ilala Municipal. This study adopted case study research design where probability and non-probability sampling method were used to get the sample. Data was collected using structured questionnaires, interviews and observations. Data obtained were summarized or processed using Microsoft Excel Spreadsheet Software. The study was guided by three specific objectives: (i) to identify the effects of public transport to school girls. The study revealed that, transport problem not only leads to early pregnancies, but leads to poor performance of girls in school. (ii) to examine peoples' perceptions towards public transport on school girls. It was found that, the society is not happy with the type and way of transport available for students in the city and they suggest the government in collaboration with other education stakeholders to build hostels and/or boarding schools to accommodate school girls. They also suggest to the local government to design and arrange special transport (school shuttles) that may reduce the problem of transport and definitely would increase attendance as well as improve performance of girls in schools. The third objective of the study was to examine the measures to address the problem of public transport for school girls. The findings revealed some important measures that have taken to address the problem. Among them is establishment of laws, which guide the customer and bus operators and when the law is broken always there is heavy punishment to the law breaker. The study reveals a serious public transport in Ilala and it seriously affects school girls. Apart from establishment of Rapid transport system in the city as an effort to curb the problem still the buses are not reliable. Therefore, it is a very high time for the government to design and build more community and/ or boarding schools so that school girls have short distance to travel to and from school.

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LIST OF ABBREVIATIONS

DRTLA	Dar es Salaam Regional Transport and Licensing Authority
FAWE	Forum for African Women Educationalist
HIV	Human Immunodeficiency Virus
NDP	United Nations Development Program
PSLE	Primary School Leaving Examination
SPSS	Software Package for Statistical Science
UNICEF	United Nations Children and Education Fund
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the introduction, background of the study and statement of the problem. It also presents objective of the study, research questions, significance of the study and organization of the dissertation.

1.2 Background to the Study

Transport has been a major problem in Dar es Salaam City and sometimes boarding a bus in the morning and evening is very problematic (Mhache P.E. and Mauma M. 2013). The transport service in urban areas including Dar es Salaam City is provided by private buses where the growing population in Dar es Salaam City is contributing to the transport problems. As the population grows, the demand for public transport increases, especially for people living far away from places of work and the school children who study far from their home (URT, 2012).

A study by Malisa (2009) revealed an association between transport problems and sexual behavior among secondary school girls in Dar es Salaam. The study indicated that some students engaged in sexual relationship with bus drivers/conductors/taxi drivers in order to overcome transport problems to and from schools. Those students are involved in sexual relationship with transporters as an alternative way to save transportation time and cost. The risks that may affect student's life include unwanted pregnancies and contracting sexually transmitted diseases such as Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome (HIV/AIDS)

infections (Malisa, 2009). The study by Agwot and Robert (2014) in Uganda, showed that; among other things transport problems may cause sexual harassment to schoolgirls on the way to and from school, and hence students' absenteeism in schools.

A study by Tabaro (2013) in Rwanda explains some scenario where students especially girls in Kigali city do compete with adult to board the buses during rush hours. As students attempt to get into the bus, they are pushed and pulled back hence remain behind (Tabaro, 2013). Similarly, a survey conducted by Igihe (2011) identified that every day students are exposed to the risks of remaining at the bus stop at unexpected times due to the transport problems. Overloading in *daladala* or buses is another problem, which creates hardship in travelling condition.

Furthermore, drivers and conductors do not allow school children to sit on chairs in *daladala*; the standing condition in the bus creates discomfort and problem during travelling. This situation caused a child to appear sleepy in the class and not concentrate on the lessons. A school child faces the same situation on her way back home; at the time, she gets home tired and cannot perform her homework; as a result, they perform poorly in examination (URT, 1995).

Factors, which interplay and affect female education are limitless. Extra-curricular and out of school factors play a big role in female education. Long distances from school, sexual harassment by classmates, by teachers and males in the community and inefficient use of their time contribute to poor attendance of girls in schools. The girl child drops out of school when conditions at home, in school, on the way to school and

in the community, prevent her from having a meaningful and conducive learning environment (Shahidul and Karim 2015).

The problem of transportation and long-distance walking to school is one of those extracurricular factors affecting school girls. Girl children cannot board *daladala* as boys do. This situation obstructs girls to reach at school on time, and back home early. All these forced girls to initiate relationships with drivers and conductors. This relationship leads into sexual relationship, which favors girls to enter the bus during peak hours. This situation puts school girls in danger of being impregnated and therefore drops-out from school. Good transport systems improve the school environment and have better school attendance; the problem of transport to school girl child in Dar es Salaam interferes school programs (Ntumwa and Rwambali, 2013).

However, the government of Tanzania has put forwards some effort and priorities to reduce transport barriers in order to improve the quality of education. In accomplishing these objectives, the government of the United Republic of Tanzania has deliberately increased the number of community schools near the communities in order to enable school children especially girls to get education at the minimum cost (MoEVT, 2013). The evidence of this is confirmed by the short distance covered by school students especially school-girls who nowadays live nearby their schools.

1.3 Statement of the Problem

Dar es Salaam City is confronted with tremendous population growth accompanied by rapid and unplanned urban sprawl (Mhache P.E. and Mauma M. 2013). Due to the absence of reliable transport to and from schools for students; *daladala* drivers and

conductors tend to harass the school children at rush hour, as a result they report late to classes as demonstrated by the increase in the number of incidents and harassment of school children (Lugalla, 1997).

However, the CRDB Bank donated 5 school buses to Government through its transportation agency Usafiri Dar es Salaam (UDA) to curb the ever-growing student transport problem in Dar es Salaam City. Despite of the efforts by the Government to curb the ever-growing student transport problem in Dar es Salaam City, the problem still persist. This problem affects more girls than boys since most school girls fail to fight to get a place/space in public transport due to their physical and socio-cultural factors. Thus, this study is designed to assess the effect of transport on school girls in Ilala Municipal, in the city of Dar es Salaam.

1.4 Objective of the Study

1.4.1 General Objective of the Study

The overall objective of this study is to assess the effect of transport on school girls in Ilala Municipal, Dar es Salaam City.

1.4.2 Specific Objective of the Study

- (i) To identify effects of public transport to school girls in Ilala Municipal, Dar es Salaam City.
- (ii) To examine peoples' perceptions towards public transport on school girls' in Ilala Municipal, Dar es Salaam City.
- (iii) To examine measures to address the problem of school girls in public transports in Ilala Municipal, Dar es Salaam City.

1.5 Research Questions

- (i) What are the effects of public transport facing school girls when travelling to and from schools?
- (ii) What are the peoples' perceptions towards public transport on school girls' in Ilala Municipal, Dar es Salaam City?
- (iii) What are the measures taken to address challenges facing school girls in Ilala Municipal, Dar es Salaam?

1.6 Significance of the Study

The study focuses on determining the impact of public transport on school girls in the city of Dar es Salaam. It will provide an understanding of the relationships that exist between the means of transporting school girls to and from school in order to get permanent solution that would help to minimize time and cost students incurring. One of the crucial elements of a student's success in school is school attendance; so solutions for problems of transport for girls can bring significant gains in their academic achievement. Therefore, the findings of this study are expected to contribute to national education policies and programs changes to improve girl's school attendance for their economic and social development and the nation as a whole.

1.7 Limitations of the Study

This research work could not be a success only without limitations, as it may face a number of challenges. The first challenge might be from the geographical context of the study area. The study was conducted in schools located in Ilala as just one geographical zone that presents all schools in Dar es Salaam city, however the researcher is a government employee, stationed at Lindi, he is supposed to attend his official daily

routine, therefore geographical area might limit the researcher to accomplish the study in time. Lack of fund is another challenge which affected the accomplishment of this study in time, and that it create hardships on transportation, availability of stationary and other important materials needed for the study. Time limitation reduced the smooth accomplish of the study objectives.

1.8 Delimitation of the Study

This study assesses the effects of transport on school girls in Ilala District in Dar es Salaam City. Specifically, the study assessed the distance from home to school, mode of transport, cost and availability of transport systems and other social factors as important factors appealing to girls' school attendance that influence the achievement of their education goals.

1.9 Organization of the Dissertation

This research report is organized into three chapters. Chapter one is presented the introduction, the background to the study, the statement of the problem, objectives of the study, research questions, and significance of the study. Study limitations and delimitations have also been taken on board. Chapter two present the introduction, definition of terms, theoretical and empirical literature review, the conceptual framework of the study, and research gap. Chapter three presented the study area, research design, and study sample as well as sampling procedures. It further presents data collection methods, data analysis, validity and reliability of the research instruments and ethical issues. Chapter four present the findings and discussions. The last chapter presents conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study reviewed previous studies that were conducted by other researchers on the related issue. This chapter reviews literature related to the title under the study. Specifically, the chapter covers introduction, definition of concepts, theoretical and empirical literature reviews. The chapter also presents conceptual framework, research gap and conclusion.

2.2 Definition of concepts

2.2.1 Transport

Transport is defined as the movement of goods or people from one place to another (Business Dictionary, 2013). Encarta (2009) stated that, transport is to carry somebody (student) or something from one place to another, usually in a vehicle. In this study, transport refers to student's means of travel to and from the school safely. It could be by private cars, public buses, hired motorcycles, bicycles, and school buses or on foot.

2.2.3 School

A school is defined as a functional unit of the educational system. It is a processing device through which the educational system meets the aspirations of the society. It means the place where teaching and learning process takes place. A school contains all requirements such as presence of students, teachers, classrooms, teaching and learning

facilities (Hornby, 2000). The researcher uses the word school referring to community, Government or private schools.

2.2.4 Attendance

Attendance refers to ability of a student to be present in the particular school or classroom on the days when he or she is expected to be. It is the starting idea that involves learners in the processes of teaching and learning (Adams, 2009). In this study, attendance refers to ability of student to be physically available in the classroom or learning place in specified time. If a student comes late or skips school schedule can be considered as absent although he or she may be at school that day because of lack to meet instructional targets. A student should be full participation in all activities within and outside the classroom according to the school schedule. Therefore, student attendance is the act of being present at a particular place for specific time and occasion so that he or she can share teaching and learning processes.

2.3 Theoretical Literature Review

2.3.1 Central Place Theory

Geographical theory such as central place theory can support learning behavior. The theory was first published in the year 1933 by a German Geographer Walter Christaller who studied the settlement patterns in the southern of Germany. The central place is so called because it is centrally located to maximize accessibility from the nearby regions. Central places compete against each other to serve as markets for goods and services. According to central place theory all areas have similar purchasing power of all consumers (students) and consumers will patronize the nearest market (school).

Students should attend the nearest schools which provide service that they intend to require and not to travel a long distance to find the same service which is provided within their communities. The theory also assumes that transportation costs equal in all directions and proportional to distance. Some students consume a lot of money on transport to and from school while others are getting education in low costs. This theory will balance transport cost so as to reduce financial burden to students from low income earning families and motivates parents to support their children to attend to school regularly. In this case, however, schools should be built in the areas where there is good connectivity for accessibility from all direction within the community. Since people get services from the nearest location, this can be useful for supporting students to study in their communities to decrease unnecessary movement, which involve harshness, wastage of learning time and financial burden.

2.3.2 Location Theory

In the year (2005) Feinberg, clarified the location theory by Johann Heinrich Von Thunen (1783- 1850). The theory is based on location of important facilities that balance both time and transport costs. A school in the city should be designed so that students can access transport as quickly as possible to avoid poor attendance caused by transport problems as well as cost. According to Weber's theory of industrial location, the total transportation costs will be lower when production site located near the market. He tried to determine the total costs of transporting raw material from both sites to the production site and product from the production site to the market.

The production site (school), therefore, will be located near the raw material (students) sources for a least transport cost (Encyclopedia Britannica, 2014). Nayati (2008) on

locating school bus routes contended that all human beings have a natural tendency of selecting the shortest or the fastest path to go from one place to another. Similarly, transporters as well as travelers both prefer short and faster routes to cut operating cost and transportation expenses respectively. As the government policies attempt to adjust schools to increase access and quality education, it should first examine the basis for the initial location decisions in order to understand the impact of altering motivation.

Some students in cities want to consume education but transport problems including transportation cost affect where education produced as the result; education becomes expensive commodity for the mass to get it. Poor transport may accelerate lowly student attendance and truancy, which are the first signs of deterioration of school and quality education. Thus, it is crucial to the government to do all it can to promote good school attendance habits among its students. Appropriate transport for students to and from schools should be essential precondition for the effective educational system. Through regular school attendance and punctuality students can progress academically hence to lead quality education. These geographical theories will adequately inform this study.

2.4 Empirical Literature Review

2.4.1 Problem of Public Transport in Dar es Salaam City

Several studies have examined the effect of transport problem on the academic performance of students across grade levels. White (1970) studied students in grades four, five and six. He found that, there was no statistically significant difference between transported and non-transported students on overall school adjustments, composite achievement test scores, teacher grades, attendance and peer acceptance scores.

A study done by Malisa (2009) provides information on the impact of transport problems and sexual behaviors among secondary school students in Dar es Salaam. The study indicated that some students engaged in sexual relationship with bus drivers/conductors/taxi drivers in order to overcome transport problems to and from schools. Those students who involve in sexual relationship with transporters as an alternative to save transportation time and cost endanger their life. The risks that may affect student's life include unwanted pregnancies and sexually transmitted diseases such as Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome (HIV/AIDS) infections.

Students who use public transport in Dar es Salaam city have been facing many problems including conflict with bus conductors and passengers. The conductors at the peak hours are not willingly to allow students to board the buses because of little amount of bus fare they pay. The study conducted by Majingo H. (2011) showed that some of bus conductors have limited number of students to be boarding to and from school at rush hours such situation leaves large group of students without any alternative. As the students try to force to get into the bus are pushed back and is when fighting with bus conductor begin. Onyango (2012) explained that it is a confrontation among the passengers so that the fittest win.

Academic for Educational Development (AED) in 2009, commissioned the study based on the transport problems for girls in which public transport (daladala) seems to increase hardship for girl student to achieve education. Academic for Educational Development was trying to find out some gender issues such as girls being harassed verbally, sexually

and discriminated in transport as they make their journey to and from school. The Academic for Educational Development found that girls do really meet different challenges such as oppression, discrimination, harassment and gender based violence from transport sector.

It concluded that the access to secondary education for girls is weakened by barriers in transportation subdivision. Disorganized and random growth of the Dar es Salaam city, together with migration from the small towns and lack of efficient public transportation system, had resulted in a disordered and a messy condition that affect transportation for students. The present study focused on gender issue for girls while transportation problems affect both boys and girls to go to their respective schools and back home.

2.4.2 Problems with Public Transport in East Africa

The survey conducted in Rwanda by Igihe (2011) identified that every day students are exposed to the danger of remaining at the bus stop at unexpected times. Students are waking timely but it become cumbersome for them to board buses and they end up of coming late to school and arrive home at night which escalate discomfort of parents for safety of their children. Isugi and Nyirabihogo (2011) stated that students have been hunted by sugar daddies and sugar mammies who use their own transport as traps to catch students since it is difficult to access transport. Most students walk along the roads as sometimes have not bus fare and immoral of bus drivers and conductors who do not accept them to board buses.

Andvig (2001) adds that given that girls' school enrolment rates are often considerably lower than boys across most of sub-Saharan Africa, transport impacts on girls' education are of particular interest. Low enrolment and attendance among girls are in

part related to their particularly heavy household duties, but also associated with cultural perceptions regarding the (limited) value of girls' education, and perceived dangers for girls who have to travel a long distance to school or board away from home. Gould's (1973) early work in Uganda showed how poor transport services forced most children to walk to primary school while secondary school children usually had to live away from home due to the distances involved. This situation is still common across Africa.

2.4.3 The extent of Public Transport Problem in Far East

The study conducted by Nayat (2008) in Hyderabad city in India aimed to improve students' transport by locating proper routes for school buses to increase punctuality and attendance. Allocating routes and schedules for school buses intended to minimize transport cost, transportation time and to design student pick up and drop off points.

Nayat explained that in Hyderabad city, a large number of the students live too far away from the school and cannot be expected to walk to school each day. Mahad *et al.*, (2011) also studied transportation problems for students in Malaysia and found that among the main transportation problems are the distance between the academic block and the students' residences. School transportation plays a constant and important role in the lives of students.

2.4.4 Significance of Student School Attendance

One crucial element of a student's success in school is student school attendance. When student non-attendance increases, research is shown a corresponding decrease in student achievement. Jones (2009) and Student Welfare Directorate (SWD) (2010) support that

students who attend school regularly have higher grades than students with high absences.

According to The Parent Institute (PI) (2003) regular attendance is critically important, because students who miss school miss out on carefully planned sequences of instructions. They miss out on active learning experiences and class participation. They fail to get the opportunity to ask questions and to share skills and knowledge that promote retention. According to PI (2003), absentees are more likely to fall behind, and they are more probably to drop out.

Also, to arrive at school and class on time, ensures that student doesn't miss out on the important learning activities scheduled early in the day when they are most attentive as well as to learn the importance of punctuality and routine. It reduces the opportunity for classroom disturbance such as reviewing for students who have been absent or those who coming late. Lateness is considered as a partial absence and must be explained to the school the same way as other forms of absence (SWD, 2010). Students need to understand and participate in lessons and how the teachers coordinate that participation (Evertson and Harris, 1992). Students who attend regularly are more likely to involve in extracurricular school activities and to benefit from positive outcome associated with those activities.

2.4.5 Measures to Address Transport Problems Facing School Girls to and from Schools

Ingold *et al.* (2008) claims that girls, are strongly constrained in their journeys to school, not only by parental concerns for their safety, and in particular their vulnerability to

sexual attack, but also by cultural mores which commonly ascribe domestic work (including water and fuel wood transport) principally to females, from an early age. Boys, by contrast, have rather more freedom from parental control from an early age and their journeys to and from school appear to be more often characterized by play and a spirit of adventure which allows deviation from the narrow corridor of the most direct school route (while keeping in groups where it is necessary to maintain guard against potential male attack).

Ingold (2008) states that; in terms of policy there are a number of potential routes to improving safe school access, especially for girls. These include an expansion of girls' boarding house provision and general boarding provision; experiments with adaptation of the walking bus concept to help children to walk safely to school in regions where dangers of rape and harassment are high; cycle hire centers based at schools, to help overcome the shortage of cycles available (especially) to girl children for travelling between home and school; girls' training in cycle riding, maintenance and repairs and swimming lessons for girls, especially in rural areas where river crossings are sparse.

Grieco *et al.* (2009) state that Various non-transport intervention are also needed, including those aimed at reducing girls' time poverty (improved availability of water supplies, community woodlots, grinding mills etc.) so that they have less work to do before the journey to school (and so that overstretched parents will be less inclined to withdraw daughters from school), and sensitization of teachers and education authorities to transport/distance-related lateness and an end to the harsh punishments imposed by many on children who arrive late for school. Above all, however, a stronger

focus on gendered transport, mobility and access issues in the development policy and practitioner community is essential.

Grieco argue that, the failure to recognize the specific importance of mobility and transport and the ramifications of immobility in the Millennium Development Goals is clear testament to this omission. In the context of the goal for education, and specifically girls' education, a firmer and more specific recognition of the role which distance, perceived and real travel hazards, transport availability and other mobility factors plays in allowing or barring access to school is urgently required. Developing country governments increasingly recognize the need to address the social exclusion problem in terms of low income access to key services and that both current land use patterns and transport organization are crucial in addressing this problem (Grieco *et al.*, 2003).

Church *et al.* (2000) address that the links between exclusion and transport calls for interventions to improve mobility to fulfill social needs and strengthen the role for transport in the creation of a fair and more inclusive society. Vanderschuren M. (2006) argues, it is important to increase resources allocated to parts of the transport system that create or improve transport services (both public and private) in support of human potential in the area. Vanderschuren points that; improved public transport services include aspects like more routes, better vehicles, higher frequencies and reliability while private vehicle improvements include more reliable road systems, i.e. a reduction of congestion.

Vanderschuren insists that the transport systems need to meet the basic human needs for health, comfort, convenience and safety, to allow and support development of

communities and provide a reasonable choice of transport services. The poor unplanned settlements, difficult to access, represent an increasingly large percentage of urban Dar es Salaam as a whole, because the existing transportation services and infrastructure succeed poorly in removing the many physical barriers and as a result, there are today numerous obstacles to the daily travel of the inhabitants of Dar es Salaam.

Raison, (1994) observes that, these tendencies are not specific to Dar es Salaam; indeed, they are currently underway in most of the large African cities. But in the Tanzanian city, a number of factors have combined to increase the effects. Above size of the city and the beyond geographical specificities, the long-standing lack of interest in urban planning and in the organization of urban passenger transport in particular, as well as, more recently, the insufficient financial standing of local and national government entities thwart the recent efforts of the local authorities to control urbanization. It may be said that the context of rapid deregulation since the middle of the 1980s has resulted in a quantitative increase in the supply of informal transportation. It also produced, in the areas of residence, the emergence of micro-projects and local initiatives (for example, the repair of streets, largely financed by the inhabitants themselves), in the framework of a new type of entity, the "Community Based Organization".

However, the economic deregulation and the disengagement of the local authorities also produced a significant increase in the social and spatial inequality within the city. Similar to the *daladalas* which, given the absence of a minimal regulatory framework for their activity, concentrate their routes on the main radial roads, the local initiatives to improve accessibility within the neighborhoods depend too heavily on funding by the users themselves to be of any use in the poorest areas. The problems of transport in

Dar es Salaam have become critical since the number of the people increased. Dar es Salaam population is about four million approximately; this is due to large number of people who migrates from all corners of the country to the city. Most of them are job seekers; this led to poor and unplanned settlements in the city, insufficient transportation services and poor infrastructure.

Following the problem of transport in the city, the government and other stake holders took some initiatives in trying to solve the problem of transport to Dar es Salaam school children. The traffic department of the Police Force is responsible for designating and allocating routes to public bus operators, whereas the DRTLA (Dar es Salaam Regional Transport (Licensing Authority) is inter alia responsible for monitoring and enforcing route compliance among operators. The DRTLA chairman Mr. David Mwaibula in his effort to bring to an end the problem of transport to school children told the daladala operators to make sure that each daladala should pick up to at least six pupils/students during their roots. However the exercise was not fruitful and the problem was and is not yet to an end.

Due to the existence of the problem, some private schools took other initiatives, by introducing their school buses for ferrying their school pupils and students to and from school. Such schools are like Mwalimu Nyerere, St. Mary's International schools, Olympio, Green Acres, TUSIIME, just to mention a few. Each school put a system of how school children pay for the transport. However such kind of system is not applied in government schools, where a large number of Tanzanian pupils are occupied, hence they continued to suffer from transport problem. As transport problem for school children continued the CRDB Bank decided to help the situation by providing buses for

Dar es Salaam students, but CRDB buses are very few, they are about 5; they can't afford to serve a large number of students around the city, Furthermore the buses do not have specific routes; they always change the routes accordingly.

The former Dar es Salaam City Commission Mr. Charles Keenja established a project plan known as Dar es Salaam Bus Transit Project, popularly known as DART as a way of reducing congestion to ease the long-standing transport woes facing city commuters in Dar es Salaam. The program was announced to the general public in early 1999 and stayed for more than decade before the project came into existence. Grieco (2003) proposes that; developing countries governments should increasingly recognize the need to address the social exclusion problem in terms of low income access to key services and that both current land use patterns and transport organization are crucial in addressing this problem.

2.5 Conceptual Framework

Figure 2.1 shows the relationships that exist between variables of this study. The diagram indicates transport problems for school girls to and from school. Absence of reliable transport to and from school leads girls not to arrive at school on time and eventually drop out and fail to do well in their studies. Figure 2.1 stipulates that if the public transport system to and from school is poor; it will influence negatively school girls' academic performance. The effects are like school girls coming late to school, missing classes, facing punishments, drop out from school, and increase in number of early marriages, early pregnancies, and spread of diseases like HIV.

Underlying factor

risk factors

outcomes

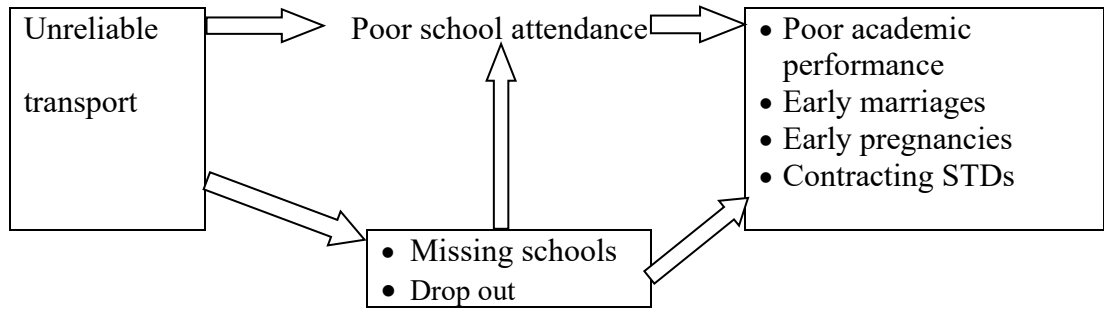


Figure 2.1: Conceptual Framework of the Study

Source: Author's construct, 2017

2.6 Research Gap

A study done by Malisa (2009) examined the impact of transport problems on sexual behaviors among secondary school students, provides information on the impact of transport problems and sexual behaviors among secondary school students in Dar es Salaam. Another study by Onyango (2012) revealed a physical confrontation among students and other passengers, this happens at rush hours when students especially girls are struggling to get into the bus as they are pushed back by bus conductor or by other passengers. A survey by Igihe (2011) in our neighboring country Rwanda identified that transport problem has forced students to arrive late to and from school as a result parents get fear for safety of their children. However, Andvig (2001) reveals transport problems to have a major impact on girls' education as it has been associated with low girls' school enrolment rates. However, there is a deficit of studies explaining how transportation problems affect student's school attendance as well as to girls' academic performance. This is the knowledge gap this study intended to bridge.

2.7 Chapter Summary

This chapter focuses much on one major research component, the literature review on the impacts of transport on school girls. This chapter covers introduction, definition of concepts, theoretical and empirical literature review. The chapter also presents conceptual framework, and research gap. The coming chapter will present on the research design, methods for data collection, sample and sampling procedures as well as the analysis and interpretation of the information gathered.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the study area, research design, target population, sampling techniques and sample size used in this study. The chapter also includes sources of data, data collection techniques used to collect relevant information followed by data analysis, validity and reliability of the research instruments and ethical issues.

3.2 The Study Area

The study was conducted in Ilala District in Dar es Salaam City. Dar es Salaam was chosen because is one of the world's fastest growing cities with the population of about 4,364,541 based on the official 2012 census, and having increase from 2,487,288 as recorded in 2002 census (URT, 2013). The population increase of 1,877,253 people represents an average annual population growth rate of 5.6 percent (URT, 2013). As the population in Dar es Salaam grows, the demand for public transports increase especially for people living far away from their places of work and schools. For example, in March 2010 Dar es Salaam city had the sum of 135,265 secondary school students and 3,256 teachers (URT, 2010) in 2011 secondary students were 174,521 and 6,138 teachers (URT, 2011). Since Ilala is commonly referred to as 'Downtown Dar', where much of the commerce, banking, and national offices are located and has as not yet reached by bus rapid transit system that began in May 2016 in Dar es Salaam, it remains to be the district that continues to face major transport problems.

3.3 Research Design

Research design refers to all the procedures selected by the researcher for studying a particular set of questions (Borg & Gall, 1989). Kothari (2004) defines research design as the conceptual structure with which the research is conducted. It is a plan showing how research can be carried out by the researcher in order to obtain relevant data which fulfill the research objectives. For the purpose of this study, a case study research design was used. According to Bromley (1991), case study is a “systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest” (p. 302).

The reason for using the case study design was due to the fact that it offers a comprehensive description and analysis of a single situation or a number of specific situations (single person, group, event or community). Typically, this study design allows data to be gathered from a variety of sources and by using several different methods such as observations and interviews. We believe a descriptive cross-sectional survey research design to be appropriate because it allows the researcher to collect and get data to the study problem which is comparative in nature among various attributes of a group but at a single point in time (McNabb, 2004).

3.4 Target Population

A population is a group of individuals of the same species that share aspects of their demography or genetics more closely with each other than with other groups of individuals of that species (Zucker, D. M. 2001). It is translating the abstract concept into workable concept. In this study, the population comprised all students in Ilala District who are user of public transport services, all operators of public transport

companies, all bus conductors and drivers as well as parents & traffic Police and members of staff of SUMATRA which is the regulatory body for the public transport sector.

3.5 Sampling Procedures

Kothari (2006) defined sample as a collection of some parts of the population on the basis of which judgment is made. A sample is small enough to make data collection convenient and large enough to be a true representative of the population from which it had been selected. Sample size refers to a number of items to be selected from the population of the study to constitute a sample. The sampling method used in this study was a probability and non-probability method that is, everyone had an equal chance of being surveyed. According to Patrick, H. *et al.*, (2011), probability sampling means that everyone in a given population has an equal chance of being surveyed for a particular piece of research. For this case 8(5.59%) of them were parents, 12(8.39%) teachers.

Table 3.1: Sample of Study

Areas /Authorities for interview	Population	Expected Number of Respondents	Available Respondents
Dar es Salaam Students	634	130	118
Bus drivers	25	10	2
Bus conductors	50	20	1
Traffic Police	5	1	1
SUMATRA Representative	5	1	1
Parents		20	8
Teachers	45	15	9
Head Teachers	4	4	3
Total	768	201	143

Source: Researcher, 2018

The respondents were randomly selected from among primary and secondary schools in Ilala, except for SUMATRA and the Traffic Police Officials. The sample size based on the empirical detail that a random selection from a larger population always gives a true representation of the area (Bailey, K.D. 1982). A simple random sampling method technique will be adopted for this research and a total of 162 questionnaires were administered to the respondents.

3.6 Sources of Data

The study used both primary and secondary sources for soliciting data. Primary data sources involved gathering firsthand information from the original source for the purpose of making statistical inference. Fieldwork survey involved collection of both quantitative and qualitative data. Qualitative information was collected through personal observations, surveys, questionnaires and interviews. In this case quantitative information involved collections of quantitative information from participant that tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, described as categories of information such as gender or patterns of interaction when using technology in a group situation.

Secondary data collection method for this study based on extensive literature review from published and unpublished documents, reports, presentations, workshops, journal articles, seminars, online database, statistical, mapped forms and scholarly books from various sources. The review of academic literature relevant to the focus of the study did a lot to help to brighten the arguments of this study.

3.7 Data Collection Methods

3.7.1 Questionnaires

Being aware of the mixture of educational levels, questionnaires were translated from English to Kiswahili as an effort to accommodate most of the respondents. The questionnaires were then distributed to respondents. The commuters were contacted at various bus terminuses; bus stops and to a small extent in the neighborhoods. Respondents were randomly selected and unannounced and requested to fill the questionnaires. This random sampling technique produced a sample, which is representative of the population under study and has produced findings which generalise to the wider population. Areas of concentration for questionnaires distribution were the bus terminuses at Kariakoo, Ilala, Buguruni and City center.

3.7.2 Interview

According to Kothari (2006), an interview is a set of question administered through oral or verbal communication or is a face-to-face discussion between the researcher and the interviewee. The interview involves the oral questioning technique which employs face to face interaction (Kothari, 2004). There are two types of interviews, namely structured and unstructured interviews. Unstructured questions will be used to collect data.

The reason is that it is flexible for supplementary or omission of certain questions. This allows the interviewees to have the opportunity to express their ideas using their own words instead of having to fit their thoughts and understanding into fixed sets driven by the researcher. In this study, the interviewees were students in Ilala district who are user of public transport services, some bus conductors and drivers as well as some members of staff of SUMATRA, which is the regulatory body for the public transport sector,

teachers and head of schools, and Traffic police. Secondary data collection method for this study based on extensive literature review from published and unpublished documents, reports, presentations, workshops, journal articles, seminars, online database, statistical, mapped forms and scholarly books from various sources. The review of academic literature relevant to the focus of the study helped to brighten the arguments of this study.

3.7.3 Direct Observation

Another data collection method used in this study was observation. The researcher conducts observation at the bus stops and within commuter buses as they move around the city. Observations done included the level of students' comfort within buses, traffic jams, and the manners of bus conductors and drivers towards school girls and the level of satisfaction of students with the services offered.

3.7.4 Documentary Literature Review

Documentary analysis involves obtaining data from existing documents without having to question people through interview, questionnaires or observe their behavior. Documentary sources are private and public documents, which provide a rich source of data. The study used different books, journals, libraries and articles from electronic sources in order to enrich the topic of the study.

3.8 Data Analysis

Data and information collected during the study reduced into summary form that processed by Microsoft Excel Spreadsheet Software. The findings of the research study are organized and presented in the form of words, numbers and percentages by using

tables, pie charts, histograms and graphs. Quantitative data collected from questionnaires were carefully checked for correctness, and are presented in tables and figures by using numbers and percentages.

3.9 Validity and Reliability of the Research Instruments

3.9.1 Validity of the Research Instruments

Validity is establishing whether the instrument content is measuring what it is intended to measure accurately. The data collection instruments were validated in order to obtain relatively reliable responses. The validation of the data collection instruments intended to make them clear and unambiguous. In order to realize the quality of research tools, researcher did conduct a pilot test of the instruments before using them in the field. The purpose of piloting the instruments was to test the correctness of the items to the respondents in order to improve the instruments and increase the reliability and validity of the instruments.

3.9.2 Reliability of the Research Instruments

Reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent, there will greatly be a good deal of consistency in the results of a quality instrument gathered at different times. The tendency found in repeated measurements is referred to as reliability (Carmines & Zeller, 1979). According to Pitt (1991), replications of original studies are acceptable vehicles for the establishment of reliability and validity of instruments.

Reliability of the research instrument conducted using re-test method. Questions in the research instrument were pre-coded, pre-tested and modified in consonance to identified shortcomings during pre-test. This was done by gathering data at different locations and time of travel. Recruitment of research assistance for instantaneous data collection and observations facilitated the cross-checking and enhanced the reliability of the outcome.

3.10 Ethical Issues

Ethical issues were considered. This means that prospective research participants were fully informed about the procedures and risks for research, and on the other hand the participants had to give their consent to participate. The researcher guaranteed confidentiality of the information given. Furthermore, an ethical clearance form that was obtained from the Open University of Tanzania was submitted to the authority in the respective study area.

3.11 Chapter Summary

The chapter describes the methodology that used to facilitate the research. The chapter includes the introduction, geographical location in which study was conducted and its population and climate, the research design that involved quantitative and qualitative method. Likewise, the population of the study, sample selection and sample size, instruments of data collection, validity and reliability, data collection processes as well as data analysis and presentation of the findings are presented in this chapter.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings and discusses the results of the research conducted in Ilala Municipal in Dar es Salaam Region. The discussion is done in line with the objectives of the study. Analysis was made on the research questions with focus on the impacts of transport on school girls in Ilala Municipal. The chapter begins with the, demographic characteristics of respondents in terms of their age, education level, marital status, and occupation. The chapter goes further to present the effects of public transport to school girls, peoples' perceptions towards public transport on school girls and measures taken to address the problem of public transport to school girls in Ilala Municipal, Dar es Salaam City.

4.2 Demographic Characteristics of the Respondents

The parameters which were examined in this study were age, gender and education level. These variables were important because they provide information on background setting of the sample surveyed. The study collected responses from 143 respondents; of which 118 (82.5%) were students, 2 (1.39%) bus drivers, 1(0.69%) bus conductors, 1(0.69%) traffic police, 1(0.69%) SUMATRA Representative, 8(5.59%) parents, 12(8.39%) teachers. This sample representation was considered credible enough to provide basis for arriving to the conclusion of this study.

4.2.1 Age of Respondents

The age of respondents was categorized into two groups (Table 4.1) which ranged between the age of 10 years and 19 years. Majority of the respondents interviewed 82

(69.5%) out of 118 students were of the age in between 10-14, while 29 (24.6%) students were of the age between 15- 19. However, 7(5.9%) out of 118 students who filled the questionnaires did not mention their age. Recognizing students' age was important aspect of the research due to the fact that school girls are not strong enough to withstand physical confrontation among students and other passengers especially at rush hours when struggling to get into the *daladalaas* they are pushed back by either bus conductor or by other passengers and this increase their vulnerability to sexual attack. Apparently, age is an important factor that influences an individual's awareness and ability to make right decision.

Table 4.1: Distribution of Respondents by Age

Characteristics	Frequency	Percentages
10-14 yrs	82	69.5
15-19 yrs	29	24.6
Total	118	100.0

Source: Data Field, 2018

4.2.2 Gender of Respondents

Gender characteristic considered here was solely for students in order to have good representation of gender, sex of the respondents was taken into consideration where by students were asked to provide their personal information based on sex. Out of 118 students who were interviewed, 102 (86.4%) were female and 16 (13.6%) males. According to Malisa (2009), students engaged in sexual relationship with bus drivers/conductors/taxi drivers in order to overcome transport problems to and from schools. Those students who involve in sexual relationship with transporters as an alternative to save transportation time and cost endanger their life. The risks that may

affect student's life include unwanted pregnancies and sexually transmitted diseases such as HIV/AIDS. This is why more female students were recruited and interviewed in order to provide their experiences about transport problems that may provide the best insight for arriving to the conclusion of this study.

Table 4.2: Distribution of Respondents by Gender

Gender	Frequencies	Percentages
Female	102	86.4
Male	16	13.6
Total	118	100.0

Source: Data Field, 2018

4.2.2 Education Level of the Respondents

The study revealed that, majority of respondents 80 (67.8%) out of 118 students were in standard V-VII, 10 (8.5%) were in (Form I-II) and 25 (21.2%) were in (Form III-IV). However, results shows that more primary students were recruited but this was due to an easy access to primary students than secondary school students (Table 4.3). Understanding educational levels of the respondents was very important factor in assessing skills and knowledge of the respondents to oversee different issues.

Table 4.3: Distribution of Respondents by Education Level

Education level	Frequencies	Percentages
Primary education	80	67.8
Secondary education (Form I-II)	10	8.5
Secondary education (Form III-IV)	25	21.2
No response	3	2.5
Total	118	100.0

Source: Data Field, 2018

4.2.3 Occupation of the Respondents

The study collected responses from 143 respondents; of which 118 (82.5%) were not employed, were students) 11 (7.69%) were self-employed; 14 (9.79%) were government employees; (Table 4.4).

Table 4.4: Occupations of the Respondents

Characteristics	Frequencies	Percentages
Not employed (students)	118	82.5
Self employed	11	7.69
Government employees	14	9.79
Total	143	100.0

Source: Data Field, 2018

4.3 Effects of Public Transport to School Girls in Ilala Municipal

The first objective of the study was to determine the effects of public transport to school girls in Ilala Municipal. In order to have a clear view of the issue, the researcher's focus was to know how many students use public transportation when travelling to and from school. Among the 118 students who answered this question, 73 (61.8%) out of 118 students reported to used *daladala* when travelling to and from school; 3 (2.5%) out of 118 students use ferry, 23 (19.4%) use private cars when travelling to and from school.

This shows that most students depend on *daladala* as the core means of transport when travelling to and from school. As it can be seen from table 4.5 below, 19 (16.1%) out of 118 students use other means of transport (*bajaji & bodaboda*) when travelling to and from school, which is an extremely challenging and risk way of transport for school girls.

Table 4.5: Transport Means for the Respondents

Characteristics	Frequencies	Percentages
Use public transport (daladala)	73	61.8
Use public transport (Ferry)	3	2.5
Use private transport	23	19.4
Other means of transport (bajaji & bodaboda)	19	16.1
Total	118	100.0

Source: Data Field, 2018

Unreliable transport is currently a big problem that faces primary and secondary students in Dar es Salaam especially during the morning and evening hours where they are encountering various challenges from *daladala* operators and as a result, reach their schools late. Unreliable transport has been one of the most chronic problems which hinder students' academic progress. From this research, transport problem not only leads to early pregnancies, they may also poorly perform in school, drop from studies and may end up getting STIs.

Table 4.6: Effects of Public Transport to School Girls

Effects of public transport	Frequencies	Percentages
Early Pregnancies	14	11.9
Contracting S.T.Ds	5	4.2
Missing schools	39	33
Poor performance in school	60	50.8
Total	118	100

Source: Field survey, 2018

4.3.1 Early Pregnancies

Transportation problems for students have been reported to affect girls due to involvement in sexual behaviors. This study reveals that, 14 respondents out of 118 (11.9%) said that Transport Problems is a Risk Factor for Unwanted Pregnancy and

STIs. According to Isugi and Nyirabihogo (2011), students who normally use public transport when travelling to and from school have been hunted by sugar daddies that use their own transport as traps to catch school girls since it is difficult for them to access transport. The study conducted by Peter et al. (2011) revealed that at peak hours bus drivers & conductors allow limited number of students to board their buses such that large group of students left at bus stop without any alternative. Most of these students usually walk along the roads and it is when immoral adult people (sugar daddies) take advantage and those girls who accept the offer are vulnerable to unwanted pregnancy and sexual transmission diseases such as HIV/AIDS

4.3.2 Contracting STDs

In this study, 5 respondents out of 118 (4.2%) said that students who involve in sexual relationship with transporters (bus drivers & conductors) as an alternative to save transportation time and cost endanger their life as they are vulnerable to sexual transmission diseases such as HIV/AIDS. A study by Malisa (2009) provides information on the impact of transport problems and sexual behaviors among secondary school students in Dar es Salaam. The study indicated that some students engaged in sexual relationship with bus drivers/conductors/taxi drivers in order to overcome transport problems to and from schools. This study described a similar situation.

One interviewed student said;

... "I had a friend who is a bus driver. I used to board his car to and from school. I was surprised one day when told me that he wanted to have sexual relationship with me. I tried to avoid him and refuse his advances, but it became so difficult not to board his car."

4.3.3 Missing School

One crucial element of a student's success in school is student school attendance. In this study, attendance refers to ability of student to be physically available in the classroom or learning place in specified time. When student non-attendance increases, research is shown a corresponding decrease in student achievement. As shown in table 4.6, 39(33%) of the respondents don't usually attend or/they do miss the first period. Jones (2009) also support that students who attend school regularly have higher grades than students with high absences. Since most of the students who use public transport admitted not have attended the first period, definitely this has an effect on their academic performance.

4.3.4 Poor Performance in School

As the study revealed, transport problems for these school girls not only affects school attendance but also academic and social wellbeing. In this study, 60 respondents out of 118 (50.8%) reported that transport problems lead to student's poor performance. Usually students without proper and reliable means of transport cannot participate effectively in different school activities as they arrive late and/or depart before scheduled time or leave immediately after school hours in order to attempt to get transport early before peak hours in the evening.

The amount of time actually the student spent in the classroom has a direct correlation to a student's academic success (Babyegeya, 2002). This means that when a student comes late, skips class or being irregularly present at school, his or her performance will definitely be affected.

4.4 Peoples' Perceptions towards Public Transport to School Girls' in Ilala Municipal

With regard to the second specific objective of this study, to examine people's perceptions towards public transport on school girls' in Ilala. Teachers from Boma primary school, Buguruni and Bunge primary school were interviewed and here are their views:

One respondent said:

....we are very sad to see how the students suffer during the morning and evening due to transport problems, it's true that the students get trouble from the dala dala operators at the dala dala stand where most of the time the daladala operators are pushing them away from entering into their busses and sometimes result in injuries. Some students take transportation problems as advantage to involve in illegal behaviors such as sexual activities, gambling and pool table; others behave as beggars due to ask for bus fare from their teachers frequently.

....however, I suggest that the government by collaborating with other education stakeholders to build hostels and boarding schools to solve the attendance problem. Moreover, Local government should also have to design transport arrangement for students so that to increase attendance"

On the other hand; School administrators who were interviewed agreed that there are many problems associated with transport problems including irregular attendance of students at school.

One teacher said;

"Attendance in classrooms in our school is made compulsory, we believe it ensure continuity in the student's learning process. When a student is regularly absent from class, it has an adverse effect on their academic performance. This is because frequent absences may lead to missing out on vital information, facts and instructions that result in partial understanding of a topic, submission of incomplete work and poor participation in class activities. So what we do is to engage in a one-on-one discussion with the student in order to identify the probable cause of their absenteeism.

4.5 Measures to Address Problems Facing Girls in Public Transports in Ilala Municipal

With regard to the third specific objective of this study, to examine measures to address the problem of school girls in public transports in Ilala Municipal, Dar es Salaam City. Responding to this interview, Mr. Nicholous Kinyariri (SUMATRA official) agreed on the fact that there are major transport problems in Dar es Salaam and those most vulnerable are school girls. Discussing the impact of transport problems, he mentioned early pregnancy and eventually leaving school. However he said

“According to SUMATRA laws which guide the customer and the bus operators, One of these laws is the law No.218/2007, which explains that a customer has a right not to be harassed by a bad language or any action which is against human rights. The law also protects students from harassment. So as SUMATRA do take strong action to these operators who harass the students”

There is the law but the issue still remains. The Government together with SUMATRA has made some guides to be followed by the *daladala* operators, and when the law is broken always there is heavy punishment to the law breaker. In order for this to work, the community must also join hand to fight against these harsh treatments facing the students, and represent a united front.

He added

Apart from severe punishment to operators who harass students we are very much committed to fight against the problem by designing and creating different awareness programs which illustrate how the students receive trouble from the bus operators. The programs are presented through different media.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations.

5.2 Discussion and Summary of the Research Findings

The study was guided by three specific objectives, which are to identify effects of public transport to school girls; to examine peoples' perceptions towards public transport on school girls; to examine measures to address the problem of school girls in public transports. The study was carried out in Ilala Municipal, Dar es Salaam City. In this study both primary and secondary data were collected. Different methods were used for data collections, which are questionnaires, interviews, observation and documentary literature review.

The first objective of this study was to identify to identify effects of public transport to school girls. The study established that, transport problems not only affect school attendance but also academic and social wellbeing of students especially school girls. It has been revealed that students without proper and reliable means of transport reach school while they are already late and stressed and hence cannot participate effectively in all school activities. Our findings are similar to that by Igihe (2011) in Rwanda who revealed that transport problem force students to arrive late to and from school.

Public transport can be an important enabler in accessing the public sphere, with a denial of access to it impacting women throughout their lives. It is revealed that school girls are be kept away from school if there is no safe transport available, which leads to

school absenteeism and drop-outs, this finding is similar to that observed in Dar es salaam by Malisa (2016), by Fernando and Porter (2002) in Harare and by Stoebenau et al. (2015) in a study done in West Nile Uganda who examined the effect of unreliable transport for school girls. Moreover, the study reveals that transport problem not only leads to early marriage and early pregnancies, but it may also lead getting STIs, same findings as that revealed by Andvig (2001) in a study done in some Sub-Saharan Africa Countries. All these effects are likely to hinder their opportunities later in life.

The second objective of this study was to examine peoples' perceptions towards public transport on school girls. The study established that, school girls do experience sexual harassment in crowded public transport, which is similar observation as that of Jagori (2010) who conducted a survey to investigate harassment faced by women in Delhi, India. Parents usually witness how school girls get trouble to board daladala. This Study reveals that despite the frequent experiences of sexual harassment school girls face when using public transport, they continue to rely heavily on and make use of the service, so, it was suggested that the government should design transport arrangement for school girls or build schools near homes or else more build boarding schools to solve the problem.

The third objective of the study was to examine measures to address the problem of school girls in public transports. The finding reveals some measures taken to address the problem of school girls in public transports; one is establishment of laws which guide the customer and bus operators which have been set in place. One of these laws is the law No.218/2007, which explains that a customer has a right not to be harassed by a bad language or any action which is against human rights. The law also protects

students from harassment. The Government together with SUMATRA has made some guides to be followed by the daladala operators, and when the law is broken always there is heavy punishment to the law breaker. However, in order for this to work, the community must also join hand to fight against these harsh treatments facing the students, and represent a united front. However, this study revealed that transportation for school girl in Ilala Dar es Salaam is a serious problem that needs serious action. Apart from rapid transport system established in the city as an effort to curb the problem but it is a very high time that the government should have to build more community schools to reduce the distance school girls travel to and from school.

5.3 Recommendations

- (i) Transportation problems in Dar es Salaam city can be reduced by building many community schools. However, there should be shuttle buses special for the students.
- (ii) The central government by collaborating with parents and other education stakeholders can set up of school hostels. This may help students to study within the school premises.
- (iii) All members of the society should realize the importance of education for their children. They should also collaborate with the school administrators in developing strict guidelines for student attendance and monitor factors that could hinder a student from attending school on a regular basis in order to reduce early pregnancies, poor performance in school, and reduce drop outs.

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APPENDICES

Appendix I: Questionnaire for Girls in Primary School -Ilala District

Dear Respondents,

My name is Asheri Chilewa, a Masters of Arts Student in Social Work at The Open University of Tanzania. I am doing a research on **“assessment of the impact of transport on schoolgirls in the city of Dar es Salaam: a case of Ilala municipal.”**

This study is in partial fulfillment for my Degree Programme. The information being sought is purely for academic purposes only and will be treated with highest confidentiality. Please express your honest opinion on the subject. Your views are valuable and of significance to the survey being conducted.

Instructions to Respondents

- i) Please respond to ALL the questions in all sections. There is no RIGHT or WRONG answer.
- ii) Please respond appropriately to each question by filling in the blanks or ticking your favorable response.

Section A: Students' Personal Information

School Name: _____

Class – Tick whichever is appropriate

1. Gender
 - a) Male
 - b) Female

2. Age
 - a) 10-14 yrs
 - b) 15-19yrs
 - c) 20-24yrs
3. Class level

Section B: Problems of Public Transport for School Girls

1. Do you use public transport to and from school?
 - a) Yes
 - b) No
2. If **NO**, what kind of transport do you use?

3. If **YES**, what kind of transport do you use?

4. If **YES**, at what time do you start your journey to school?
 - a) 4:30- 5:00 AM
 - b) 5:00-5:30 AM
 - c) 5:30-6:00 AM
 - d) 6:00-6:30 AM
 - e) 6:30-7:00 AM
5. What time do you spend to the bus stand?
 - a) 5-15 min
 - b) 15-25min

- c) 25-35min
- d) 35-45 min
- e) 45min to One hour

6. How long does it take you to get transport?

- a) 5-15 min
- b) 15-25min
- c) 25-35min
- d) 35-45 min
- e) 45min to One hour

7. Do you face any transport problems?

- a) Yes
- b) No

8. If **Yes**, what type of problems (name them)

9. Do you think there is some kind of harassment when using public transport?

- a) Yes
- b) No

10. If the answer is **Yes** in question 8 what kind of harassment do you face when using public transport?

11. Have you ever experience any of the following problems/harassment when using public transport? Please tick one you/girls have ever experience

- a) Sexually offensive verbal comments
- b) Sexual jokes
- c) Offensive hand or body gestures
- d) Physical contact, like touching of putting an arm around with sexual intentions

12. Do you sometimes miss school because of transport?

- a) Yes
- b) No

13. If yes, how many times do you miss school per month

SECTION C: Effect of Public Transport on School Girls' academic performance

14. Do you think public transport have any effects on your school academic performance?

- a) Yes
- b) No

If YES how?.....

15. Do you usually attend first period (subject)?

- a) Yes
- b) No

If YES go to Qn 15

If NO; how many periods do you miss per week?

16. Do you sometimes leave at school before the end of class hours?

- a) Yes
- b) No
- c) If YES, how can this effect your academic performance.....

17. What do you do if the transport is very difficult to access?
- a) Ask for private cars assistance (lift)
 - b) Use bodaboda
 - c) Walk to and from school
 - d) Remain at bus stop till peak hours in the is over
18. In your opinion what can you say about effects of public transport on your well-being? Please tick appropriate
- a) Early pregnancy
 - b) Poor performance in school
 - c) HIV/ Sexual transmitted diseases
 - d) Psychological problems (Low self-esteem)
 - e) Others; Pleas mention

Appendix II: Questions To Teachers/Traffic Police

1. Do school girls' face transport problems in your area?
 - a) Yes
 - b) No

If Yes; Mention some of these problems.....
2. How do you see transport system in Dar es Salaam in relation to school girls' academic performance? (Tick one option)
 - a) Very good
 - b) Good
 - c) Not good
 - d) Poor
 - e) Very poor
3. Do school girls face some of these effects due to transport?
4. School girls facing transport problems in Dar es Salaam face the following academic effects (tick option you think they apply to the question):

Questions	Yes / No
Coming late to school	
Sleeping in class	
Missing classes	
Facing punishments at school	
Failing in examinations	

Appendix III: Interview Guides with Teachers on Girls' Academic Performance

1. What is your view on girls' attendance as well as their concentration when they are in your class?

2. What are the reasons do girls give you when they are in need of permission either to leave your class or for absenteeism in your class?

3. Do you assist girls when it happens that they have missed your class?

Yes _____

No (give reason) _____

4. If yes: How do you assist girls who miss your classes for different reasons?

5. Is there any difference in academic performance between girls and boys in your class? (explain)

Appendix IV: Interview Guide with Heads of Schools

Name of the School: _____

1. Does your school have hostels for girls?

a. Yes

b. No

If no; how do you think lack of hostels affect girls' academic performance in your school? _____

2. Do you have school bus in your school?

a. Yes

b. No

If No; how do you think lack of school bus affect girls' academic performance in your school? _____

3. Does your school have problems relating to student school attendance?

4. If so what are they? And What might school administration do to solve those problems?

5. Are there students who are not punctual to attend first periods?

6. What challenges have you noted on girls (especially in academics) due to the transport problems?

7. What should be done by individual, Local Government and government to ensure that students are free from transport problem?

Appendix V: Interview Guides for Parents

The researcher intends to assess effects of public transport facing school girls when travelling to and from schools. You are assured of confidentiality for all the information you provide, that the information for the purpose of this research only)

(home place) _____

1. Do have a daughter studying in this community schools?

a. Yes

b. No

If yes; does she use private or public transport?

2. If private: How do you think problem of transport affects academic performance of your daughters?

3. Mention measures that have been taken to address the problems of school girls in Ilala District _____

4. Suggest measures that should be to address the problems of school girls in Ilala District _____

Thank you for your cooperation