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Right to Education and Access to Schooling: Understanding the Role of Students' Transportation Challenges in Selected Junior Secondary Schools in Ilorin, Nigeria

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Students' right to education and access to schooling are greatly influenced by transportation. However, instead of promoting access transportation may be a barrier when inadequate. This study examined the effect of transportation challenges on students' right to education and access to schooling focusing on junior secondary schools in Ilorin, Nigeria. Data were collected from 370 students from four schools through questionnaire survey. The Pearson correlation coefficient was used to examine the relationship between the students' transportation challenges and their socio-demographic characteristics. Main transportation challenges are high cost of transportation (25.4%), struggling with other commuters (18.4%) and long waiting at bus stop (15.4%). The Pearson correlation show a positive linear relationship between transport challenges and their socio-demographic factors [$r(368) = .012, p = .05$]. Transport challenges had strong positive lineal relationship with residence with biological parents, sex and parents' occupation. Recommendations include the need for government investment in urban mass transit and subsidized transportation for students.

Keywords: Students, Right to Education, Transport Challenges, Access to Education

Introduction

Transportation plays a crucial role in human life by providing access to human activities and enabling their successful performance. It is a necessary aspect of human endeavour that allow people to engage in productive activities, facilitates the exchange of goods and services, provides access to recreation and entertainment, and enable communication that sustains civilization (Oyesiku, 2002; Nistor & Popa, 2014; Ejiogu et al., 2020; Ohalet et al., 2023). Essentially, transport problems are considered as important aspect of society's problems because of their great influence on peoples' lives in many ways. For instance, many daily routines will be impossible or very difficult to perform without the various means of transportation. Thus, because of its importance, lack of adequate transport system has potential to complicate daily life by making access to various destinations and services difficult (Werlin, 1999; Onakala & Olajide, 2020).

The right to education is legally guaranteed for all without discrimination. For instance, Article 26 (1) of the Universal Declaration of Human Rights of 1948, proclaim that "everyone has the right to education" (United Nations, 2015, p. 54). Various subsequent international conventions including the International Covenant on Economic, Social and Cultural Rights (CESCR) of 1966 and the Convention on Rights of the Child (CRD) adopted by the UN General Conference in 1960 all affirm the right to education (Right to Education Initiative, 2023). Although, the right to education has also been adopted into many regional treaties and enshrined in most national constitutions, millions of children across the world are still deprived of access to

schooling. For instance, according to UNESCO (2019) 258.4 million children, adolescents and youths were out of school in 2018, out of which 121 million were children and adolescents of primary and lower secondary school age. The figure for sub Saharan Africa in 2018 was about 86 million. However, by 2022 while the global figure reduced to 250 million, the number of out of school children in sub Saharan Africa had increased to 98.4 million (UNESCO, 2023). Nigeria has the highest number of out of school children in Africa, with 18.3 million children and adolescents at primary and junior secondary level not in school (UNICEF, 2022). Education is as one of the most important predictors of people's life chances. For instance, people who are better educated are more likely to be employed, earn more and tend to have better opportunities in life (Blanden et al, 2022; Farquharson et al, 2024).

Schooling is significantly influenced by transportation because transport inadequacy make getting to school difficult, have great influence on students' punctuality and also contributes to stress and lateness to school (Gasparovic, 2014). Jordan (2022) also noted that transportation is very important to success of school systems, students' educational attainment and their overall well-being. Students' journey to school is very important due to issues like students' travel time and journey stress that could have adverse effect on student health and safety, and can increase absenteeism with negative affect on academic performance (Blagg, et al., 2018; Jordan, 2022). However, despite the importance of the role of education in building a modern society and its significance in future development of young people, millions of children across the world still face challenges with getting to school due to factors such as long distance to school, poor roads and lack of transport and safety problems (Kett & Deluca, 2016).

Transport accessibility is determined by individual needs and capabilities as denoted by individual characteristics such as age, income and gender (Dixit & Sivakumar, 2020; Wang et al, 2021; Ward & Walsh, 2023). For instance, females are known to experience more restrictions in their mobility requirements than males (Nasrin & Chowdhury, 2024). Typically, problem of access to transportation is known to be greater among disadvantaged groups like individuals in low-income households, the disabled, children and the elderly among others (Mattson & Molina, 2022; Ward & Walsh, 2023).

In developing countries, many students particularly those from economically disadvantaged families, encounter more transport challenges in attending school which have sometimes resulted in non-completion of even elementary school (Vasconcellos, 1997). This is due to various physical, economic and social reasons associated with accessibility like distance to school, inadequate transport infrastructure and services and poverty which results in inability to pay for transportation (UNESCO, 2022; Chitondo, 2022). Commuting over long distance has negative effect on educational achievement by contributing to poor school attendance, low test scores and high drop-out rate (Cordes et al, 2022; UNESCO, 2022; Chen, 2023).

For many school children in Nigeria, transportation problems make it difficult to commute to school due to competition with adult passengers for the available public transport. Many others also trek long distances due to inability to afford the cost of transportation (Bash et al., 2020; Onakala & Olajide, 2020). It has been observed that transportation problems in Nigerian cities are aggravated by increasing demand for transportation due to rapidly growing populations, spatial expansion of cities and poor provision of transport infrastructure and services (Solanke, 2013; Onakala & Olajide, 2020). Transportation problems and long distance to school are some of the most important factors commonly responsible for students' lateness and absenteeism in Nigeria (Adegunju et al., 2019; Nwobodo et al, 2023; Afolabi et al., 2023).

In Ilorin city inadequate transport access is becoming a barrier to exercising the right to education for many individuals, particularly due to expansion of school choices and increasing number of students attending schools outside their immediate neighbourhoods. Most secondary schools in the city are day schools to which students commute daily. In addition to rising students' population, the near collapse of the school boarding system has contributed to increasing need for school commute. Even for the few government schools where boarding facilities still exist problems of dilapidated hostels, inadequate provision of water and electricity, poor security and health facilities discourage many parents from allowing their children to live in school. All these factors are adding to the increasing pressure on the city's transport system.

Access to education is an important component of universal human right and exercising this right may be limited due to inadequate transportation. Thus, understanding students' transportation problems is vital for developing appropriate policies to reduce students' mobility constraints and improve students' educational achievement and life opportunities. Public schools are most suitable for a study of this nature because unlike private schools, they do not provide transport services for their students. Consequently, these students are believed to experience various form of transportation problems on their journeys to and from school. Towards this end, the study addresses the following research questions: (1) What are the modes of transportation used by the students? (2) What are the transportation problems encountered by the students? (3) What is the link between the students' transportation challenges and their socio-demographic characteristics? (4) What are the implications of transport inadequacies on the students' right to education and life chances?

Study Area

Ilorin is the largest city in Kwara State and the state capital. The city is in the North Central geopolitical zone of Nigeria and located between latitudes 8° 30' and 8° 50' N, and longitude 4° 20' and 4° 35' E (Usman et al., 2015; Olanrewaju et al., 2015). While Ilorin is one of the fastest growing cities in Nigeria, the road network within the city is not well developed when compared to other major cities in the country. In addition, like several other urban centres in the country many of the roads are in poor condition due to lack of regular maintenance. Furthermore, as a result of the absence of public mass transit system, the people depend on mini buses, taxis (painted and unpainted), tricycles and commercial motorcycles as public means of transportation.

Methods

The study essentially depended on primary data. The data consisted of socio-demographic characteristics of the students, their means of transportation to school and the transportation challenges encountered by the students. The data were directly collected from the students through questionnaire survey. This was done using the Student Transportation Evaluation Questionnaire (STEQ), specifically designed for the study.

Public junior secondary schools (JSS) in Ilorin were purposely selected for the study. The choice of the public schools was based on the fact that unlike most private schools public schools do not have buses for the daily transportation of their students. Consequently, most students in public schools transit daily by public transportation and by foot. Also, many of the students are more likely to be from low economic background with less prospect of travelling to school by private vehicles. Furthermore, the study was limited to junior secondary schools because it is expected that while these students are more vulnerable than those in senior secondary who are generally older and more likely to be better adapted to travel stress.

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The sample is composed of four junior secondary schools purposefully selected from different parts of Ilorin metropolis. The intention was to be able to achieve geographical spread. Therefore, these schools were chosen because of their location in different parts of the city. These schools are; (1) Cherubim and Seraphim College, Sabo-Oke, (2) Government Day Junior Secondary School, Airport Road, (3) Mandate Secondary School, Adeta, and (4) Government Day Girls Junior Secondary School, Oko Erin (see Figure 2). Multi-stage cluster sampling technique was used to select the JSS2 class from the JSS1 to JSS3 (forming the primary units). All the students in the selected class were then sampled. A total of 370 students were used for the survey.

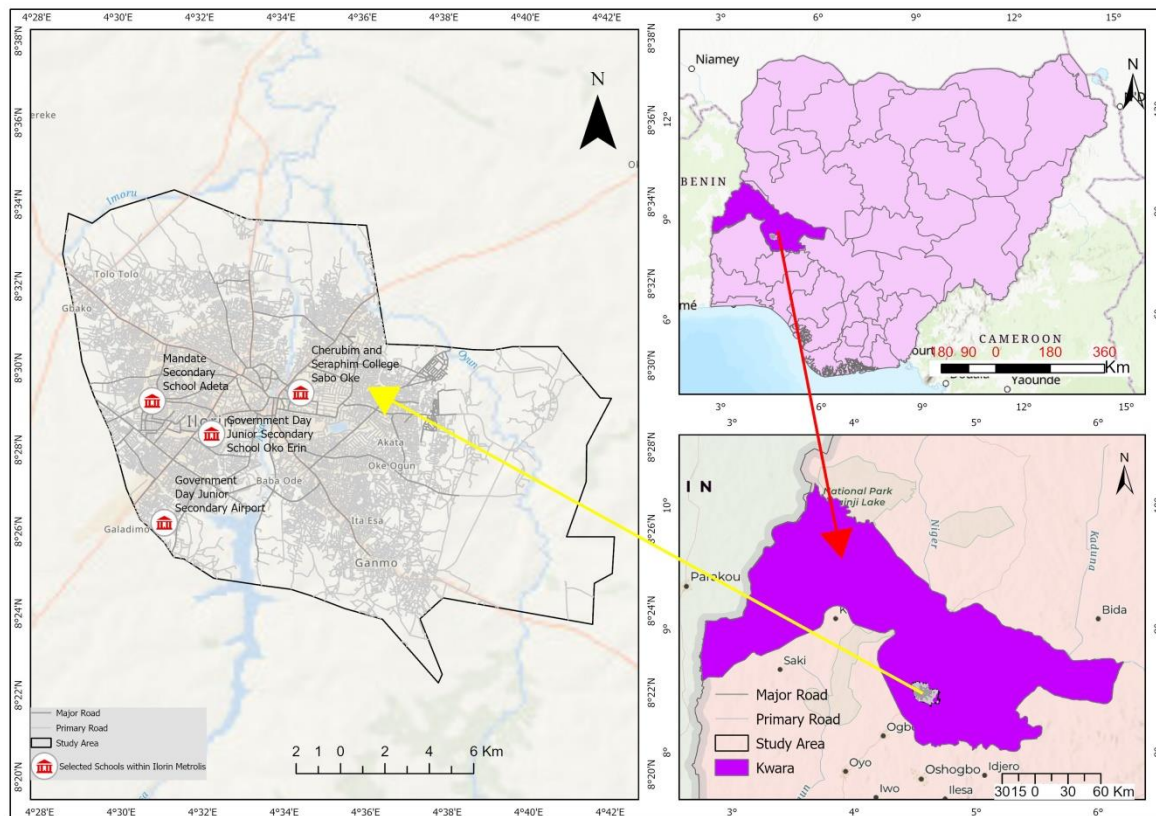


Figure 2: Ilorin showing the selected schools
Source: Produced by Foladare Geospatial Technology, 2020

The study made use of both descriptive and inferential statistics to analyse the data collected. Data on socio-demographic information of the respondents and the means of transportation used by the students were analysed using frequency distributions and percentages, and displayed in tables and charts. In addition, the Pearson Correlation Coefficient was used to examine the relationship between the socio-demographic characteristics of the students and the transportation challenges encountered.

Ethical Considerations

The researchers first sought the cooperation of the school administration and fully explained the purpose of the study before engaging the students to fill the questionnaire. The respondents were never pressurized to take part and were fully aware that they could opt out of the survey at any point in time. The consent of the students and that of their parents/guardians were sought using a consent and assent forms before the questionnaire administration. In this study the

researchers fully abided by the ethical rules of respecting the privacy of the respondents. The names and other confidential information of the students were not requested or mentioned for the sake of confidentiality and child protection.

Findings

Demographic Characteristics of Respondents

As shown in Table 1, majority of the respondents (96.2%) are between the ages of 10 and 15 years, none of the students are below 10 years or up to 19 years old. In addition, 56.8% of the students are females while the rest are males.

Table 1: Demographic Characteristics of the Respondent

Age Range	Frequency	Percentage
Less than 10	0	0
10 – 12	167	45.1
13 – 15	189	51.1
16 – 18	14	3.8
19 years and above	0	0
Grand Total	370	100
Sex	Frequency	Percentage
Male	160	43.2
Female	210	56.8
Grand Total	370	100
Father's Occupation	Frequency	Percentage
Civil Servant	106	28.6
Private business	139	37.6
Artisan	115	31.1
Others	10	2.7
Grand Total	370	100
Mother's Occupation	Frequency	Percentage
Civil Servant	94	25.4
Trader	168	45.4
Artisan	26	7
Others	82	22.2
Grand Total	370	100
Residence with biological parents	Frequency	Percentage
Yes	310	83.8
No	60	16.2
Grand Total	370	100
Number of siblings	Frequency	Percentage
None	9	2.4
1 – 2	101	27.3
3 – 4	148	40
5 – 6	73	19.7

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More than 6	39	10.6
Grand Total	370	100

Source: Field Survey

The result in Table 1 further show that 37.6 % of respondents have fathers who are into private businesses while 28.6% of the students stated that their fathers are civil servants. In addition, 31.1% students have fathers who are work in various artisanal occupations. Similarly, many (45.4%) of the students have mothers who are engaged in trading, while 25.4% have mothers working in the civil service. Furthermore, 22.2% of the students' mothers were recorded as others, many of whom may be home makers or engaged petty trading at home. Table 1 further show that 83.8% of the students are resident with their biological parents, while as high as 40% have between 3-4 siblings. Only 10.6% have more that six siblings.

Means of Transportation used by the Students

The result on the means of transportation as seen in Figure 3 shows that travelling by foot (27.3%) is the most important mode of travel to school by the students. Commercial motorcycle is the most utilized public transport (21.6%) while taxi is the least (7.3%) mode used by the students. Only 14.9% of the students transit to school by personal vehicles (usually with parents, neighbours, family friends or relatives). However, it could be seen that majority of the students constituting 85.1% travel to school by either public transportation or by foot.

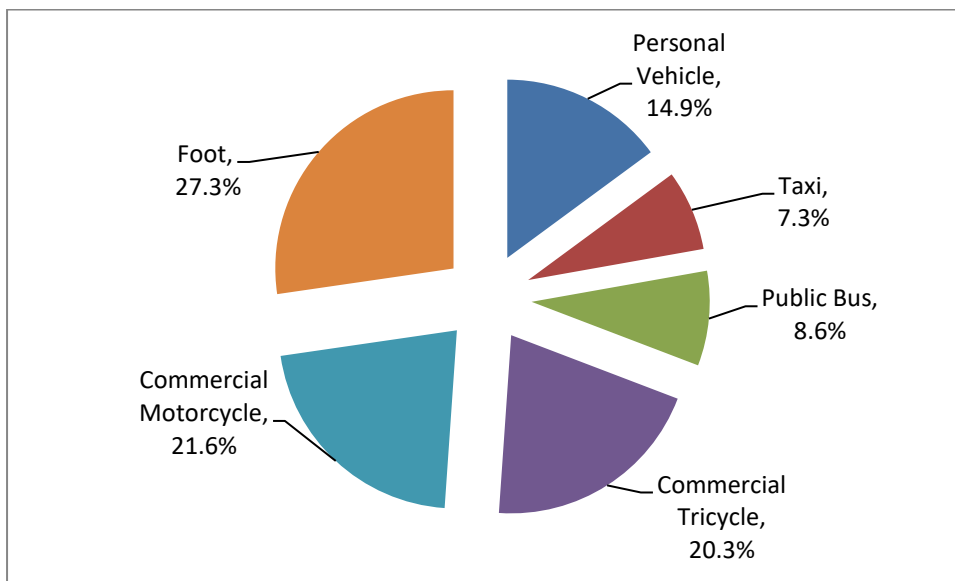


Figure 3: Means of Transportation used by the students

Source: Field Survey

Transportation Challenges Encountered by the Students

While it known that the students were encountering multitudes of transport challenges, they were made to indicate the most important challenge they faced on daily basis. Results show that the most important challenge identified is high cost of transportation as indicated by 25.4% of the respondents (Figure 4).

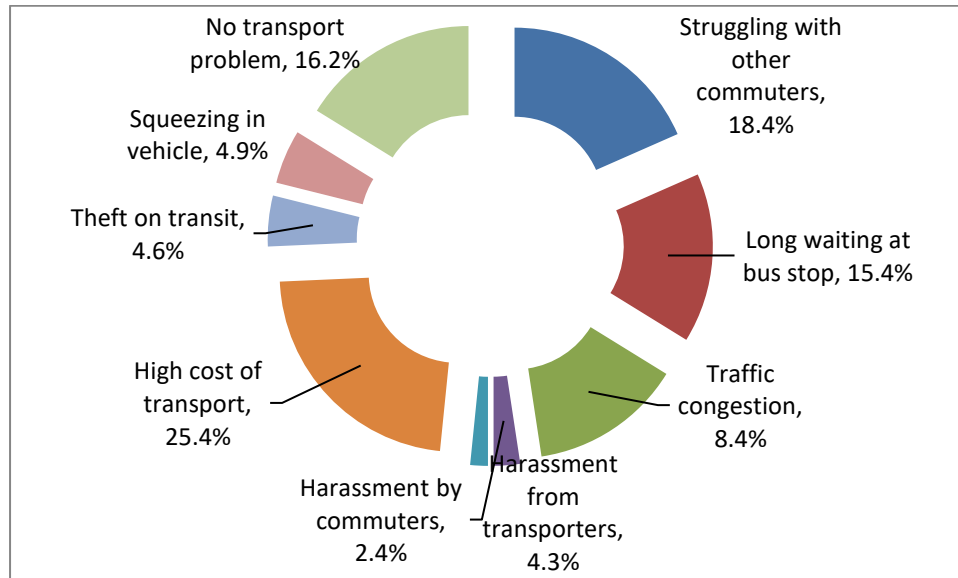


Figure 4: Transportation Challenges of the Students

Source: Field Survey

Next in magnitude is struggling with other commuters (18.4%), while long waiting at bus stop was the main problem encountered by 15.4% of the respondents. Traffic congestions accounted for 8.4% of the challenges, while the least important among the transport challenges was harassment by commuters with 2.4%. However, 16.2% of the respondents indicated that they do not encounter any transport problem.

Transportation Challenges Peculiar to Each School

An examination of the transportation challenges encountered in each of the four sampled schools show that these challenges vary from school to school as seen in Table 2. With the exception of Cherubim and Seraphim College where long waiting at bus stop (25.6%) was the most significant, high cost of transport was most important in all the other schools.

Table 2: Transportation Challenges Peculiar to Each School

	Cherubim & Seraphim College, Sabo-Oke		Gov. Day Junior Secondary School, Airport Rd		Mandate Secondary School, Adeta		Gov. Day Girls Junior Secondary School, Oko Erin		Total	
	F	%	F	%	F	%	F	%	F	%
Struggling with other commuters	14	16.2	22	22.5	21	22.3	11	12	68	18.4
Long waiting at bus stop	22	25.6	17	17.3	16	17	2	2.2	57	15.4
Traffic congestion	2	2.3	5	5.1	6	6.4	18	19.5	31	8.4

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Harassment by commuters	0	0	2	2	5	5.3	2	2.2	9	2.4
Harassment from transporters	0	0	1	1	3	3.2	12	13	16	4.3
High cost of transport	15	17.4	26	26.5	24	25.6	29	31.5	94	25.4
Theft on transit	4	4.7	8	8.2	3	3.2	2	2.2	17	4.6
Squeezing in vehicle	5	5.8	3	3.1	5	5.3	5	5.4	18	4.9
No transport problem	24	28	14	14.3	11	11.7	11	12	60	16.2
Total	86	100	98	100	94	100	92	100	370	100

Source: Field Survey

Furthermore, it could be seen in Table 2 that high cost of transport accounted for 31.5% in Government Day Secondary School Oko Erin, 26.5% in Government Day School Airport and 25.6% in Mandate School, Adeta. Struggling with other commuters (18.4%) identified as next in magnitude to high cost of transportation, was more pronounced in Government Day School Airport (22.5%) and Mandate School, Adeta (22.3%). The highest proportion of students with no transport problem (28%) was recorded in Cherubim and Seraphim College.

Relationship between Transport Challenges and Socio-demographic Characteristics of the Students

As seen in Table 3 the Pearson correlation show a positive linear relationship between the socio-demographic factors of the students and transport challenges [$r(368) = .012, p = .05$]. Strong positive linear relationship was found between students' residence with biological parents, sex and parents' occupation. This confirms that the transportation challenges encountered by the students are somehow influenced by their demographic characteristics but can not be said to total dependent on it.

Table 3: Regression Statistics

<i>Regression Statistics</i>	
Multiple R	0.11796769
R Square	0.01391637
Adjusted R Square	-0.0023825
Standard Error	3.31530037
Observations	370

*** $r=0.12$

Source: Computed from Field Survey Data

Furthermore, the relationship levels between each of the socio-demographic characteristics of the students and the transportation challenges encountered are shown in Figure 5. Using the p-value, it could be seen that residence (staying) with biological parents is the factor with the strongest positive relationship with transportation challenges.

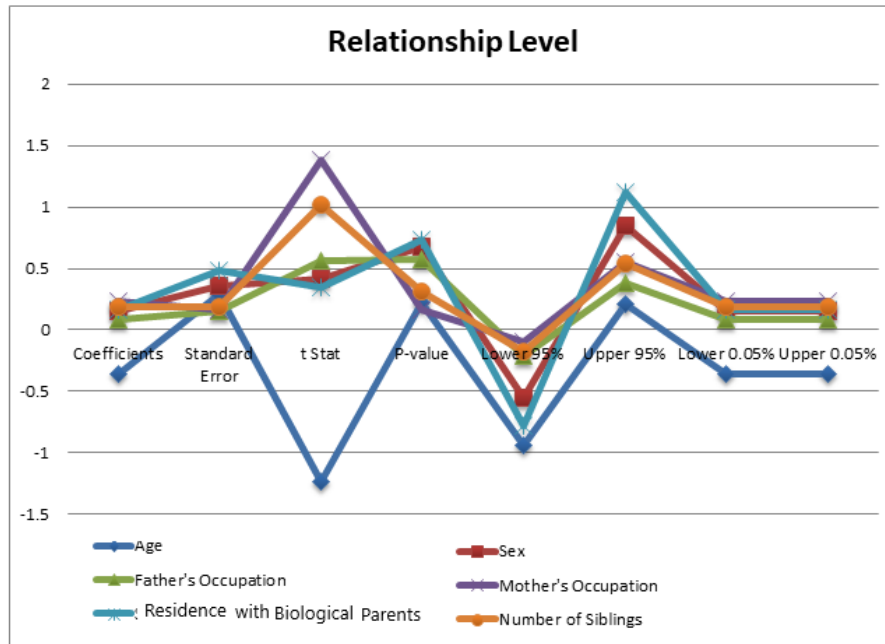


Figure 5: Relationship Level between Socio-demographic Characteristics and Transport Challenges

Source: Field Survey Data

Similarly, a strong positive relationship was found between the sex of the students and the transportation challenges they encounter. It could also be seen from Figure 4 that father's occupation has a strong positive relationship with the transportation challenges encountered by students. However, the relationships with age, mother's occupation and number of siblings were also positive, but weak.

Discussion

The results showed that students aged 10-15 years were dominant. This result is inconsistent with the official junior secondary school age in Nigeria. In line with the 6-3-3-4 system of education Nigerian children are expected to be in junior secondary from the age of 12 to 14 years, and expected to start senior secondary at age 15 years (Sasu, 2022). This implies that these children are still very young and likely to be highly vulnerable to transportation stress. However, the predominance of children with self employed parents is not surprising because it is in congruence with the urban employment structure in Nigeria where employment in the informal accounted for about 88% of the country's total employment in 2023 (Nigeria Bureau of Statistics (NBC), (2023a). Furthermore, the findings show a relatively low proportion of the respondents' parents in the civil service which is also expected since many civil servants are now unwilling to send their children to public schools (Muhammad, 2023; Peterside, 2024). The situation is such that even public school teachers now prefer sending their children to private schools due to the general neglect and appalling condition of most government schools in Nigeria (Falola, 2015; Ihebom & Uko, 2020).

The fact that large proportion (85.1%) of the respondents travel to school by either public transport or by foot clearly indicates that many of the students would likely encounter much transportation stress. Due to the poor development of urban mass transit services in Ilorin as in other cities of the country, most people depend on informal transport services for their day-to-day travel. Various forms of informal transport services like mini buses, painted and unpainted taxis, commercial tricycles and commercial motorcycles are the available means of public

transportation. Although, these forms of transport services are mostly flexible and demand responsive they are unscheduled, unsafe with unstable and unpredictable fares (Nwaedozie et al., 2023).

The various transportation challenges identified by the students are some of the common urban transport problems in Nigeria. High cost of transportation which is regarded as the most significant by the students is a major transport issue in the country particularly due to the very poor development of public mass transit services in Nigerian cities. Furthermore, in recent times the removal of government subsidy on petrol has exacerbated the problem of high cost of transportation in the country. For instance, the transport fare watch report of the National Bureau of Statistics (NBC) (2023b) showed that cost of intra-city bus journeys in Nigeria increased by 97.88% between May 2023 and June 2023, when the subsidy on petrol was removed.

The problems of long waiting at bus stops, struggling to board available vehicles and traffic congestion are common during peak hours which normally coincide with periods for school opening and closing. The absence of public mass transit system force the students like other commuters to depend on the available informal transport services that hardly meets their expectations. The result is that valuable human hours that should have been used for learning are often lost to transportation. Apart from increasing travel time, long waiting time increases discomfort and irritation level of commuters (Ibrahim & Alhassan, 2020; Ibrahim & Ede, 2023). Therefore, long waiting and long travel time would likely have negative effects on their academic performance by promoting lateness and absenteeism (Blag et al., 2018; Jordan, 2022). Findings of previous studies have also shown that long commutes have negative effects on students' psychological well-being as such students experience more physical difficulties, higher levels of stress and increased risk of accidents (Ding & Feng, 2022; Jamil et al., 2022).

Traffic congestion which was also identified as a transport challenge by the students has become a problem in most cities in Nigeria. The problem has been associated with arbitrary increase in transport fares by service providers in order to make profit or at least break even due to increased vehicle operation cost (Lagos State Ministry of Economic Planning and Budget, 2013; Afolabi & Akibo, 2020). Furthermore, Afolabi & Akibo (2020) have observed that the proliferation of wide range of informal transport characterising Nigerian cities often aggravate the problem of traffic congestion, rather than being a solution. Unlike mass transit buses that could transport large number of passengers at a time, mini buses that are common in Nigeria cities are designed to transport only ten to 15 passengers. The other common vehicles like taxis, tricycles and motorcycles carry even less number of people. For instance, a study by Muhammed and Jiya (2023) found that about 70% of vehicular traffic on major roads of Minna, Nigeria consisted of tricycles, motorcycles and mini buses.

It is not surprising that the magnitudes of these transport challenges vary among these schools. These schools have different peculiarities in terms of location and other characteristics like reputation and attractiveness to the general public. For instance, the prominence of high cost of transportation in Government Day, Airport and Mandate Secondary School, Adeta may be explained by their location towards the outskirts of the city. Many of their students probably have to commute long distances to get to school thereby, attracting higher transport fares. Ordinarily, the length of route is known to be a major determinant of transport fares in Nigerian cities (Ojekunle, 2014). The factor of high reputation/prestige may also explain the high proportion of students of the Cherubim and Seraphim College who do not experience any transportation problem. This is because the school most likely has greater proportion of

students with parents in the civil service who transport their children to school with personal vehicles. The location of Cherubim and Seraphim towards the central part of the city would also most likely encourage walking to school which may also partly explain the higher proportion of those who do not experience any transportation challenge.

It is surprising that residence with biological parent had strong positive relationship with transport challenges. This is because one would expect that residing with biological parents should reduce vulnerability to transportation problems. The explanation for this may be that guardians of children not residing with parents would most likely prefer nearby schools within walking distances, with little consideration for school reputation. With this, they could avoid payment of transport fare. This would have made such students to indicate not experiencing any transportation challenges. However, students who are residing with their biological parents may be willing and also have the opportunity to travel longer to attend better schools without minding the cost of transportation. Conversely, the strong positive relationship between transport challenges and sex of the students is expected. This is because it is known that female students tend to encounter more transportation challenges than their male counterparts (Bola & Ibrahim, 2013; Usman & Akinola, 2017).

Furthermore, the strong positive relationship with father's occupation could be due to the large proportion of students with fathers who are self employed in private businesses and as artisans. The informal sector in the country is dominated by small scale business operators consisting of hawkers, street vendors, small scale traders and artisans, who mostly rely on daily earnings (Onwo & Ohazulike, 2021). Public schools in Nigeria are dominated by students from low income families due to the general neglect of government owned schools. Inadequate funding has resulted in poor infrastructure and shortage of vital educational resources (Peterside, 2024). Consequently, those who can afford prefer to enrol their children in private schools where they believe their children will have access to better facilities and better learning environment.

Implications of transport Inadequacies on the Students' Right to Education and Life Chances

Mobility is an important component of human freedom. Mobility allows people to exercise many other rights such as the right to work health care and education. However, the existence of multitudes of transportation challenges facing the students is an indication that the students are unable to adequately exercise their right to freedom of movement. Article 13(1) of the Declaration of Human Rights stipulates that everyone has the freedom of movement (United Nations, 2015). Also, in Nigeria Article 9 of the Child rights Act (2003) specifies that the every child is entitled to freedom of movement. Freedom of movement is a vital element of human freedom because it enables people to exercise many other rights such as the right to work, right to health, right to cultural goods and right to education among others (Korze and Tucak, 2021). Therefore adequate mobility creates the appropriate condition for exercising and protected multitudes of other rights in the society. Since transportation affects virtually every aspect of human life inadequate and unaffordable mobility contributes to inequality in the Nigerian society. Particularly, due to the absence of well organized public transport services in most Nigerian cities, including Ilorin. Transport challenges encountered by the students would worsen disparities in access to education. For instance, it is expected that children from low economic background in the study area would have less access to education due to high cost of transportation which is a major problem to the students. Some of them may be discouraged from attending school if they have to trek for long distances due to unaffordable cost of transportation. With such situation some of the students may resort to seeking free rides from private cars which expose them to many dangers such as kidnap for ransom or activities of

ritualists (who kill people for money rituals) which are now very common in the country. Inadequate and unaffordable transport has also negatively impacted on students' ability to engage in extra curricular activities like fieldwork trips and sports, with negative effects on their general development (Edema, 2024). In addition, since many others among the students indicated experiencing harassment from transporters/commuters may also be discouraged from attending school due to these problems. Other problems like long waiting at bus stop and traffic congestions indicated by the students also have the likely implication of encouraging lateness and absenteeism among the students.

Peoples' life chances are affected by the social and economic benefits that they are able to access. Education creates human capital skills which influence earnings and also generates various private and social non-economic benefits like higher earnings, better health, longevity, happiness, household efficiency and asset management. The social benefits to society include civil rights, increased democratization, political stability and lower welfare and health costs (McMahon and Oketch, 2013). Access to education therefore, has positive effect on life chances which is defined as the "child's future ability as an adult to participate fully in the social, economic and political life of society" (Levin, 1975, p. 217). Therefore, inability to fully participate in schooling due to inadequate or unaffordable transport will result in negative outcomes over the students' lifetime in terms of employment, health, education, housing and so on. Schooling prepares the children for better future. Therefore, lack of access to schooling is a violation of children's right to education which increases their risk of exposure to violent abuse, exploitation and recruitment into extremist groups (UNICEF, 2022). Therefore, such children with no education or with inadequate schooling are more likely to have lower productivity, poor quality jobs, life time low wages and more frequent episodes of unemployment, higher risk of poverty and poorer health (Esping-Anderson, 2005; European Union, 2019).

Conclusion and Recommendations

Based on the results of this study, it can be concluded that junior secondary school students face myriads of transportation challenges on their journey to and from school in Ilorin. The strong positive lineal relationship between residence with biological parents, sex, parents' occupation, and the students' transportation challenges show the importance of socio-demographic characteristics in determining students' experience of transportation problems. This study has also established that inadequate transportation prevents many of the students from fully exercising their rights to movement and right to free compulsory and universal education as stipulated Nigerian constitution and the Childs Right Act (2003). In addition, it can be inferred that inadequate transportation will negatively impact on the future ability of the students to participate fully in the social, political and economic life of the society. Therefore, the results of this study highlight the need for targeted policies and interventions to improve students' access to adequate transportation. The following recommendations can be adopted based on the findings of the study:

1. It is important for parents to always consider how their children will commute to school while choosing schools and they should always make proper arrangements for their children to travel to and from school.
2. Government should invest in urban mass transit to provide reliable and affordable transport for the people. This will go a long way in reducing the transport challenges of the people including students.

3. There is need to introduce special transportation initiatives to provide subsidized transportation for students. This will help to reduce the students' transportation stress and increase access to schools.
4. Since travelling by foot is very important among the students, there is the need to make walking more conducive and safer for the students. This should be done by investing in pedestrian-friendly infrastructure like walkways, pedestrian crossing, road signs and footbridges.
5. There is the need to consider the reintroduction of boarding facilities in government schools. This will help to eliminate the need for daily commuting for many students.

Disclosure Statement:

The authors report there are no competing interests to declare.

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