



Perceived Effect of Transit School-Bus Usage on Academic Performance of Private Primary School Pupils in Ekiti State

Bamigboye O. T.¹, Ogunjimi S. I.¹, Olatinwo L.K.², Aderinoye-Abdulwahab S.A³ and Alabi O.O¹.

¹Department of Agricultural Economics and Extension, Faculty of Agriculture, Federal University Oye Ekiti, Ekiti State.

²Department of Agricultural Economics and Extension Services, Kwara State University, Malete, Kwara State.

³ Department of Agricultural Extension and Rural Development, University of Ilorin, Kwara State.

Correspondence e-mail address: Oluwaseuntosin90@gmail.com

ABSTRACT

The effect of transit school-bus usage on academic performance of private primary school pupils in Ekiti State was investigated. Ado Local Government Area (LGA) was purposively selected due to high concentration of Private Primary Schools in the State. The population of the study comprised all 527 private primary schools and multistage sampling procedure was used to select one hundred and fifty pupils from private schools for the study. Data were collected through an interview schedule and described using frequency distribution, percentages while Pearson Product Moment Correlation (PPMC) was used to analyse the data at 0.05 level of significance. The mean age of the pupil boarding bus was 5 years. It was revealed that pupils boarding school buses wake up very early at home (80.0%), leave without their breakfast (72.7%), yet, arrive school late (74.7%). Only few (13.3%) of the pupil boarding buses fall in first 10th positions in their respective classes.. There were significant relationships between age ($r=0.208$; $p\text{-value}=0.008$), bus arrival time($r=0.256$; $p\text{-value}=0.005$) and their academic performance. It was therefore established that pupils face challenges by boarding buses to school which causes some physiological and psychological stress with serious adverse effect on their academic performances. It was then recommended that parents should enforce that school-buses conveying their wards to must be conducive, arrive school before assembly session and take pupils directly from home to school to prevent tiredness which have impact on their children academic performances. Furthermore, proprietors/proprietress should ensure that their schools are made conducive, provide sufficient transit school-buses that are in good conditions and have a good infrastructure for effective learning so as to improve the academic performance of the pupils.

Keywords: Transit bus/School bus, academic performances, private schools.

INTRODUCTION

Ideally, quality education delivery, good infrastructure, conducive environment and proximity of schools to homes, among others are critical conditions parents/guardians consider on the choice of schools for their children/wards. The closeness of schools to the children homes has become a useful consideration in the establishment of schools (Stanley *et al.*,

2017). However, some parents/guardians do have special interest in the choice of schools to register their children/wards not minding the distance to their residence. They enroll their children in schools that are kilometers far away from their homes with the help of transit school-buses available at a cost.



Transit school-bus according to this study is the bus used for the conveyance of children from one place to another to deliver children to and fro school on a daily basis in order to relieve parents/guardians of the worry over how to transport their children/wards to and fro schools. These transit school-buses moves on school days from one location to other picking students/pupils at each assigned bus stop allotted to the pupils as meeting points. Children and wards have to wake up as early as 5am in the morning, sometimes goes to school without breakfast, to meet up with the scheduled time given to them to get to their meeting points. In situations where the pupils cannot meet up with the time scheduled at meeting points, the school buses drive away, leaving such pupils stranded.

In most cases, children and wards boarding school-buses arrive late at home from school. This is because in most cases, the school buses usually stops at interval to discharge pupils at numerous locations. Pupils who closed from school at 3:00pm for instance may not get home until 5 or 7 pm. This is a normal routine between Mondays and Fridays on weekly basis. The continuous exposure to this type of routine movement may lead to fatigue, stress, tiredness of the pupils and not having enough time to do household chores or assignments given to them from school. Hence, poor academic performance of such pupils is inevitable. Ajumobi (2016) indicated that there are schools in every street and community but many parents still prefer to take their children to walk long distances in search for standard schools' at the expense of their children's lives. Unfortunately, many parents are missing it by measuring standards with gigantic buildings, and other physical structures. However, the critical requirement to quality

education is more on the quality of tutors and teaching materials available in schools. Lately, there have been reports where pupils who were conveyed to schools by the school involved in accidents; leading to loss of lives due to recklessness and carelessness of the drivers and faulty vehicles. Several of such vehicles had been reportedly broke down at dangerous locations with pupils on boards. Some drivers have been reportedly involved in raping some school pupils as a result of late arrival. The first of February 2018, two families lost their children in a school bus that caught fire on Thursday afternoon in Abuja, two of the children aged 5 and 3 years died at the scene of the incident (African Independent Television, 2018). The grieving mothers accused the school authority of negligence. In the same vein, in Plateau State, two pupils lost their lives in an accident involving their school bus (Punch News, 2019). Likewise in Ekiti State, a Toyota Coaster bus filled with over 40 pupils was involved in an accident (Vanguard News, 2019).

Although, the Standard Organization of Nigeria (SON) has issued some guidelines to reduce the rate of casualties involving school children such as: recruiting professionally trained drivers and a qualified or licensed driver that acts as assistant to conduct the students/pupils on the school bus. The driver must be medically fit, pass alcohol/drug test, pass mental health and acuity test and must have no criminal records or indictment or jail terms. He must have a minimum of five years driving experience, junior school certificate (JSS3) or trade test II certificate as minimum academic qualification. He must possess a valid National driver's license, operating license/permit which must be valid for three years and must not be transferable. In-service training/on the job programmes, such as knowledge of



routes and child psychology, seminars, workshops or conferences must always be organized for school drivers and assistants. Also, rest periods must be encouraged among the drivers and assistants

Also, there are many types of school buses which include types A, B, C and D which the SON approves. Type A bus accommodates 18 people, including the driver and his assistant. Type B, is an extended capacity bus that accommodates 22 people including the driver and his assistant, while type C accommodates 28 people, including the driver and his assistant, type D bus accommodates 35 people, including the driver and his assistant. The exterior of school-buses must have a yellow background with two white stripes three centimetres spaced by two centimetres, running from the bonnet upwards across the roof down the back end and the name of the school, the logo, serialized code on both sides.

Lastly, school bus operators must establish a safety unit and appoint a qualified safety manager to head the unit, to ensure drivers, assistants and parents are educated on safety measures to be observed while pupils board and alight from a school bus.

Despite the above listed guidelines, many schools are still found flouting the rules and ensuring that vehicles and drivers that are not up to the standards are used. Apart from this, the perceived effect of these transit school-buses on pupils' academic performance has not been documented in literature. Therefore, this study aimed at unveiling the effect of transit school-buses on academic performance of pupils in Ekiti State, Nigeria.

OBJECTIVES OF THE STUDY

The general objective of the study was to investigate the perceived effect of transit school-bus usage on academic performance of private primary school pupils in Ado

Local Government Area in Ekiti State. The specific objectives were to:

1. describe the socio-economic characteristics of pupils boarding transit school-bus
2. investigate the extent to which the use of transit buses affects the academic performance of primary school pupils; and
3. identify the challenges faced by pupils boarding the transit school-bus

HYPOTHESIS

There is no significant relationship between socio-economic characteristics of pupils boarding transit bus and their academic performance

METHODOLOGY

The study was carried out in Ekiti State, Nigeria with sixteen (16) Local Government Areas (LGA). The study population was all pupils in private schools boarding school buses in Ado Local Government Area. There are 527 private primary schools in the LGA divided into 7 zones-with 125, 61, 67, 79, 99, 57 and 39 private schools respectively (National Association of Proprietors of Private Schools, NAPPS, 2017).

Multi-stage sampling procedure was used to select the respondents for this study. At the first stage, Ado Local Government Area being the State capital was purposively selected due to the high concentration of private schools. At the second stage, two out of the seven zones (zone 1 and 5) with the highest number of private schools were purposively selected. At the third stage, simple random sampling technique was used to select 5 schools from each of the 2 zones based on the availability of school buses. Snow ball sampling technique was used to select pupils who board school buses to and fro school. This process continued until all pupils in this category



present in school at the time of data collection were captured in all the sampled schools. Thus, a total of 150 respondents from the 2 zones formed the sample size for this study.

Interview schedule was used to elicit information from the pupils. The extent to which transit school-bus affects the academic performance and challenges faced by pupils boarding transit school buses was measured based on the intellectual ability of the pupils by assigning value=2 if any pupil responded yes and value=1 if any pupil responded no.

Data were described using frequency counts, percentages, mean, while Pearson Product Moment Correlation was used to analyse the relationship between variables. Pearson Product Moment Correlation (r) is a measure of the strength of the association between two variables. Positive correlation indicates that both variables increases or decreases together, negative correlation indicates that as one variable increases, the other decreases and vice versa. When it is zero, there is no linear relationship between the variables. PPMC was used to analyse a relationship/association between the independent variable (socio-economic characteristics- age of the pupils, bus arrival time and time I got home) and the dependent variable (academic performance).

RESULTS AND DISCUSSION

Socio-economic characteristics of pupils boarding transit school-bus

The mean age of the pupil boarding school bus was 5 years. This showed that they are still very tender and young. The findings revealed that kindergarten pupils also step inside buses from their homes to school. Table 1 also indicates a total of (58.0%) female pupils and (42.0%) male pupils, thus majority of the respondents were female pupils. This implies that, the recent efforts to encourage girls to study have finally come to fruition with females' students now

outnumbering male according to this study. From 1970 to 1994, the enrollment of girls in primary education steadily increased from 30% to as high as 80% (Aromolaran, 2004). Most of the respondents interviewed (42.1%) confirmed that buses arrived at their meeting points from 6:00am- 6:30am. The pupils will have to wake up early and even leave for school without their breakfast to meet up with the scheduled time. Although, most private primary schools in the study areas close activities at 3:00pm, majority of the pupil (66.3%) got home between 4:00pm and 5:00pm. Question on time pupils arrived at home was asked to know if the transit school-buses usage affects the preparation of pupils for next day activities. The pupils are still tender, so they need a time to make his/her brain to relax; when they come from school timely, they can do homework, make revision, prepare for next day work before going to bed. Regrettably, some pupils will still have to leave very early in the morning and return home late.

Extent to which transit school-bus affects the academic performance

Table 2 showed that 80.0% and 74.7% of the respondents woke up early at home and got to school late. Most of them reached school after the school assembly, even after the first or second period whenever they experience breakdown of the bus conveying them to school. The amount of time pupils spent in the classroom has impact on the academic performances, as it's on rare occasion that the class teacher can teach the pupils that miss one or two subjects over again due to late arrival. The study by Mugoro (2014) corroborates with this finding that, when pupil come late, skips class or being absent for whole day he or she will face difficulty in understanding what has been taught. One crucial element of pupils' success in school is school



attendance. When the pupils' non-attendance increases, research has shown a corresponding decrease in their performance. Student Welfare Directorate (SWD) (2010) support that students who attend school regularly have higher grades than students with high absences. Attending Assembly is of importance because vital information is passed across to students, which may not be available to them in their classrooms. Thereby, they miss out on carefully planned sequences of instructions. About 72.7% indicated that they missed their breakfast before coming to school. This is due to hastening them at home to meet up with the scheduled time of the school buses. The pupils in primary/basic 3-5 overlap younger kids inside the bus which is stressful for them. The pupils were asked about their academic performances whether they are among the first 10 position in their respective classes, the response was low (13.3%).

According to Vishnukumar *et al.*, (2017), breakfast is the most important meal of the day, because an adequate food intake at the beginning of the day helps to ensure that nutrient needs by the body for the remainder of the day are likely to be met. This presupposed that when students are tired or miss their breakfast, they miss out on important learning activities scheduled early in the day in terms of behavior, cognitive and school performance. Research conducted by Kaushik, (2011) revealed that participation in a school breakfast programme significantly increased students' academic performance and significantly reduced absenteeism and tardiness.

Challenges faced by pupils boarding the transit school-bus

Findings from Table 3 show the challenges encountered by pupils boarding bus to and fro the school because of distance covered on daily basis. The pupils indicated breakdown of bus (65.3%), late coming

(64.7%), stress/tiredness (53.3%), hunger (50.7%) and accident (4.0%) were the challenges they encountered. This means that when there is break down of a bus conveying pupils. This extends the time they get to their destinations, thereby arriving late. Late arrival in school in the morning may prevent pupils from learning at hours when their brain is more active. The consequence of this may be poor academic performance. Meanwhile, Mugoro (2014) indicated that to arrive at school and class on time, ensures that students do not miss out on the important learning activities as they attentive in the morning than the later hours of the day. Also, it reduces the opportunity for classroom disturbance such as reviewing for students who have been absent or those who came 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). Occupational Health and Safety Managers, OHSM (2017) reported that there were cases where a school bus loaded beyond the capacity of the bus and it was conveying children to school and it caught fire, some children died while some were rescued. Furthermore, OHSM (2017) detailed the death of a 3year old only son of his parent crushed by the school bus. The boy wanted to take his water bottle that fell from him and rolled slightly towards the tyre of the bus, the boy went for the water bottle, the bus suddenly reversed and crushed the boy to death right in front of his house.

TESTING OF HYPOTHESIS

Ho1: There is no significant relationship between socio-economic characteristics of pupils boarding transit school-bus (age, bus arrival time and time pupils got home) and their academic performance

From the Table 4, the findings showed that there was a positive relationship between socio-economic characteristics of pupils



boarding transit school-bus and their academic performance at 0.05 level of significance. There is significant relationship between age of pupils boarding transit school-bus ($r=0.208$; p -value= 0.008), bus arrival time($r=0.256$; p -value= 0.005), time I got home ($r=0.201$; p -value= 0.025).The findings revealed that age, bus arrival time and time pupils got home were significant in explaining the pupils' academic performances at 0.05 significant level.

This implies that young pupils are tender and boarding school bus will result to a low academic performance. Pupils who are below 5 years of age that their parents wake up as early as 5am for school will become tired out and very much in need of rest or sleep whenever they get to school, thereby not attentive in class. Early arrival of school-buses to homes, late arrival to school have adverse effect on their learning activities-behavior and cognitive performance of the pupils. All these will not only give them physiological and psychological stress but also have adverse effect on their academic performance.

CONCLUSION AND RECOMMENDATIONS

REFERENCES

- African Independent Television, (2018, February 1). Abuja school tragedy.*The African Independent Television*. Online report retrieved from http://www.aitonline.tv/postabuja_school_tragedy on 25th November, 2019
- Ajumobi F.(2016, April 21). What is wrong with Nigerian parents?*Vanguard news*. Online report retrieved from <https://www.vanguardngr.com/2016/04/children-going-to-schools-far-away-from-home/amp/> on 25th November, 2019
- Aromolaran, A. B. (2004). Female schooling, non-market productivity and labor market participation in Nigeria. *Centre Discussion Paper No 879*. YALE University, New Haven
- Kaushik J.S. (2011). Fast food consumption in children. *Indian Pediatrics*, pp 97-101.
- Mugoro J. (2014). Transport problems for students and their effect on attendance in community secondary schools in Dar Es Salaam City, Tanzania. A dissertation submitted for the

In conclusion, pupils face challenges by boarding buses to school which give them physiological and psychological stress and having adverse effect on their academic performance. It was then recommended that parents should enforce that school-buses conveying their wards to must be conducive, arrive school before assembly session and take pupils directly from home to school to prevent tiredness which have impact on their children academic performances. Preferably, parents can pilot their wards to school themselves before going to their place of work. Parents should also locate schools closer to their place of residence (not looking for far schools with gigantic building). Furthermore, Proprietors/proprietress should ensure that their schools are made conducive, provide sufficient transit school-buses that are in good condition and have a good infrastructure for effective learning as recommended by SON in order to improve the academic performances of the pupils. They should also recruit professionally trained persons to operate the school buses with school bus assistant to conduct the students on the school bus. Lastly, government through the Ministry of Education should regularly inspect school infrastructures for the safety of the school children/ward.



degree of Master of Education in Administration, Planning and policy Studies of the open university of Tanzania, 2014

Nation News, (2015). SON sets new bus standards for schools. Online report retrieved from <https://thenationonlineng.net/son-sets-new-bus-standards-schools/amp/> on 30th November, 2019

Occupational Health and Safety Managers, OHSM (2017). School safety concerns in Nigeria. Retrieved from <http://www.ohsm.com.ng/school-safety-concerns-in-nigeria/>

National Association of Proprietors of Private Schools, NAPPS, (2017).Funding private education in Nigeria: 2017 National Association of Proprietors of Private Schools, NAPPS, Day, 12th October, 2017, Oluyemi Kayode Stadium, Ado Ekiti.

Punch News (2019): Two kids die, 98 injured in school bus accident. Online report retrieved from <https://punchng.com/two-kids-die-98-injured-in-school-bus-accident/amp/> on 25th November, 2019

Stanley, E.U., Emmanuel, A.N. & Igboh, U.B. (2017).The relationship between school distance and academic achievement of primary school pupils in Ovia North-East LGA, Edo State, Nigeria. *International Journal of Advanced Research and Publications*. (1)5 pp427-435

Student Welfare Directorate (SWD). (2010). *Regular School Attendance. Information for Parents and Carers*. North South of Wales Department of Education & Training. Retrieved January 16, 2014 from https://www.det.nsw.edu.au/.../student.../att_proc.pdf .

Vanguard News (2019, march 19). Online report retrieved from <https://www.vanguardngr.com/2019/03/breaking-school-bus-conveying-over-40-pupils-crashes-in-ekiti/amp/> on 25th November, 2019

Vishnukumar S., Sujirtha N. and Ramesh R. (2017). The effect of breakfast on academic performance and behavoiur in school children from Batticaloa District. *Journal for Nutrition, Photon*. Vol. 110, pp 159-165.

Table 1: Socio-economic Characteristics of Pupils Boarding Transit Bus

Variable	Total	Frequency	Percentage	Mean
Age in years	150			
2-5		92	61.3	5
Above 5		58	38.7	
Gender	150			
Male		67	44.7	
Female		83	55.3	
Bus arrival time	95			
5:30am-6:00am		26	27.4	
6:00am-6:30am		40	42.1	
6:30am-7:00am		29	30.5	
No response (55)				
Time I got home	95			
3:00pm-4:00pm		20	21.1	



4:00pm-5:00pm	63	66.3
5:00pm-6:00pm	12	12.6
No response (55)		

Source; Field Survey, 2018

Table 2: Extent to which transit school-bus affects the academic performance

STATEMENT	Frequency	Percentage (%)
I wake up very early at home	120	80.0
I arrive late to school	112	74.7
I reach school tired	54	36.0
I miss my breakfast	109	72.7
1-2 pupils overlap on my thigh while in the bus	62	41.3
Are you able to complete your assignment in the evening at home?	40	26.7
Are you among the first 10 positions in your class	20	13.3

Source; Field survey, 2018

Table 3: Challenges faced by pupils boarding the transit school-bus

STATEMENT	Frequency	Percentage (%)
Break down of bus	98	65.3
Late coming	97	64.7
Hunger	76	50.7
Stress/tiredness	80	53.3
Accident	6	4.0

Source; Field survey, 2018

Table 4: Relationship between socio-economic characteristics of pupils boarding transit school-bus and their academic performance

Variable	r-value	p-value	Decision	Remark
Age of pupils boarding transit School-bus	0.278	0.008	S	Reject Ho
Bus arrival time	0.256	0.005	S	Reject Ho
Time I got home	0.201	0.025	S	Reject Ho



Significant level=0.05
Source; Field data, 2018