

Perceived Influence of Entrepreneurship Transportation Problems on Private and Public Universities Undergraduates' Academic Performance in Kwara State

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Abstract

This study examined perceived influence of entrepreneurship transportation problems on private and public universities undergraduates' academic performance in Kwara State. The paper aimed to ascertain the private and public university undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance and to determine significant difference in the undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance based on school type and gender. The study was a descriptive survey using multistage sampling procedure that comprised purposive and simple random sampling techniques. Researcher designed questionnaire titled 'Comparison of Undergraduate Perceived Influence of Entrepreneurship Transportation Problems on Students' Academic Performance in Private and Public Universities, in Kwara State'' was used to collect data. Descriptive statistics of mean and standard deviation was used to answer the research questions while inferential statistic-paired sample t-test was used to test the two hypotheses at 0.05 level of significance. The result of the findings were that faulty commercial vehicles, lateness of the commercial vehicle, arbitrary increase of transport fare by commercial vehicle drivers, undergraduates struggling and rushing toward boarding commercial vehicle, overloading of commercial vehicle to the school, unworthy of some commercial vehicles, fuel scarcity were among entrepreneurship transportation problems that adversely influence private undergraduates academic performance by missing lectures and exams, causes accident, boredom and fatigue. The study recommended that the private and public university management should provide alternative transportation system to commercial ones in order to reduce the students stress and experience of transportation problems.

Key words: Entrepreneurship, Transportation, problems, Academic achievement, Tertiary institutions

Introduction

University and tertiary learning environment is a replicate of a community or town life that requires patronage of many entrepreneurship activities or services for progress of educational endeavors. Among numerous entrepreneurs that common to tertiary learning environment are mini markets for selling foods, clothing, stationery, residential business, and of course operation of commercial transportation of undergraduates from town to school and vice versa. This paper explores the transportation aspect in view of its on the undergraduates' academic attainment.

Role of entrepreneurship in transportation within educational environment cannot be over emphasized. Elengold et al (2021) described connection between transportation and academic activities as a single thread that hold together a precarious balancing act for students to be in school and juggling with several other responsibilities. Chen (2023) opined that forms of students commuting to school include boarding buses, biking or walking. The school and the host community invest more in the buses or car transportation to boost conveyance of the scholars and educators from different locations for the purpose of converging in the lecture rooms and interacting educationally (Ademiluyi & Solanke, 2007).

Teaching and learning in school may be progressive or retrogressive depending on efficiency and deficiency of transportation business within the school environment. Private individuals and corporate organizations have taken interest in transport business on campus which their activities are only regulated by the school authority. What could be considered as public transportation for students is either provided by the school or government. Other option to be seen in the school environment is personal transportation that is not for commercial. This paper has focus for students more than teachers because they form the large dependents and users of commercial transport system within the schools.

Chen (2023) observed from a report that 54.2 per cent of learners patronize private vehicles, 33.2 per cent engage use of school bus and 10.4 per cent opt for walking. The author observed that students from high- or middle-income families may afford personal vehicles compared to those come from low incomes families without vehicles. Muktari and Kawu (n.d) also observed that 61 per cent of Federal University of Technology undergraduates in Minna patronize public buses because of convenience or low cost of transport fare, while 56 per cent spend more times at the park waiting for private buses to convey them to school. This may be the similar experience for

undergraduates in University of Ilorin in view of the fact that majority of them rely on private entrepreneurship transportation system to attend the school. Sometimes they are forced to seek personal vehicle owners' assistance along the roads with slogan of 'Tanke sir and PS sir'

There are numerous problems identified with transportation business in tertiary educational institutions in Nigeria. Muktari and Kawu (n.d) opined that delay and inconvenience experience by student in commuting inter or intra school transportation play negative roles in their academic performance. They observe that avoidable delay of transportation potent danger to their academic activities. The delay of buses to school may be on account of faulty vehicle, poor attitude of driver to turn elsewhere for fuelling or mending tires etc. This makes them to miss lectures, test and examination. Similarly, Schuette (2023) opined that students who are unable to be commuted reliably to their learning institutions on time fall behind in school or risk of dropping out. He identified high cost of transport fare as obstacle to higher educational attainment. Also, Elengold et al (2021) opined that cost of transportation is a great challenge for student with precarious financial status thus throws everything off balance for him or her especially the ability to learn properly. They said high cost of transportation financially stresses the students and make them to drop out of school. Harrington and McConnell (2003) opined that undergraduates are vulnerable to problem kidnapping, rapping, exploitation, loss of belongings because of large involvement of some unauthorized privately owned vehicles drivers that carrying them.

The investment in public transport system owned by the government and school in advanced countries has reduced such problems to the barest minimum. The reverse may be the case in developing countries like Nigeria whose majority of their undergraduates in tertiary institution still largely depend on operative of private transit vehicle. Mbara (2006) argued that despite economic value attached to public transport for students, it has some shortcomings like careless handling of personal safety, irregular transport schedule, covering limited areas and selected hours of services which may not be suitable for students sometime and thus accounts for the reasons majority of students' board private commercial vehicle than public ones. Jimoh (2024) observed that transportation is very critical to influence the students' academic engagement like class attendance, examination etc either positively or negatively. This may be connected with additional issue problem of poor road network, poor weather condition and faulty or grounding of vehicle plying the roads. Florida (2019) observed that the distance covered in transporting students to school equally poses a kind of challenges on their ability to learn. Jimoh (2024) observed that

shortage of commercial bus leads to long queuing and force students with long distance to navigate on foot. Student that trekked to school may have been waned and unfit for learning activities when got to school. Igwe (2023) opined government regulation to peg transport fare very low beyond expectation of bus driver may prevent them from driving out their buses to carry the students.

The implication of this is that very few vehicles will be available to carry many students and it gives room for inflation of transport fare by the bus driver or conductor. More so, Porter et al (2023) observed students face challenges of limited bus to pick them to and from school at rush hours. This situation creates tension and fight with bus conductor or among their colleagues when they are going for lecture or test which result to sustaining of injuries in the process of struggling to board vehicles. Onyango (2012) explained that issue of students' lateness to lectures, exam and test has been attributed to poor transportation service rendered by commercial driver. This sometimes generates aggressive behavior between the students and the drivers. The aggression can escalate to full fledged riot and protest that apart truncating learning activities it could lead to loss of life and property.

Otu and Agugua (2020) opined that among several challenges undergraduates face in commuting commercial transport service are stealing, robbery, obtaining by pretense, unlawful possession, assaults, insults and outright molestation and harassment. According to them female students are more vulnerable to form of sexual harassment such as stalking, unwanted touching, obscure gestures, unwanted sexual comments or jokes. All these could later affect them psychologically to be active for learning when get to school. This is buttressed by Mosha et al (2022) that the female students may be verbally and sexually harassed on their way to school in the vehicle. Porter et al (2023) opined that some female students beg for help from bus drivers to pick them to their destination and eventually luring them into sexual relationship which leads to early pregnancy that could impede their studies. This could possibly make this study to examine students' perception on influence of transportation problem on their academic performance based on gender.

According to Daggett (2003), many categories of tertiary institutions be it private and public universities has devised varying degrees of approaches, policies and practices to tackle problem of transportation in their domain for example University of Ilorin being a public institution has come up with idea of hybrid classes to minimize students' entry to campus but students experience of the problems may differ from public and private university because of some

factors. Jimoh (2024) conducted a survey in public university and identified population explosion of students as foremost factor that compound transportation problem in the public universities. The interview he conducted with some students reveal that University of Ilorin admitted over 12000 students annually which generates long time wasting to queue at the motor park at in and out of the school. One of the students interviewed said he was given 1007 queuing number which he described as issue that always make him to be worn-out and unfit for learning while at school or home. Other issues identified in the survey by public university undergraduate were issue of arbitrary increase of transport fare, reluctant attitude of commercial drivers to pick students going for long distance but rather go for short distance. Public university students thus skip classes due to long queue and high cost of transport fare.

Drew (2023) opined that academic achievement is a subset of academic performance that indicates success recorded or achieved by the learners in an educational context. This includes the test scores, skills acquisitions, awards and prizes and certified document for qualification or continue education. Brew et al (2021) supported this notion by viewing academic performance as the learners' level of attainment in an examination, that is, how an individual is able to demonstrate his or her abilities in an examination. Academic performance is a multi-dimensional concept which is affected by many factors such as students-lecturers characteristics and academic environment. The latter seems to be the focus of this paper because transportation system on and off educational campuses form part of academic environment which could easily influence academic performance.

The academic environment, which can also be termed as non-human element in determining academic performance for example include the availability of library and necessary teaching and learning equipment, suitable classrooms, decent hostels, and most importantly adequate transportation facilities to enhance both the movement of university staffs and student from one place to another. Sahin, et al (2018) examined factors that affect academic performance of students and concluded that socio demographics, personality traits, motivational factors, and attitudes accounted for students' academic performance in one way or the other. This means that academic achievement cannot isolate issue of transportation as exceptional to be considered and included

Theoretical Framework.

The study adopted Narrative theory as proposed by Sasic, (2022). The theorist expressed narrative theory of transportation as concerned with immersion of a person and effect of

transportation on that person. The theory believes that individual has to be transported by certain transport means away from his or her destination and there is possibility of attitudinal change for a traveler upon returning from the journey. Narration of how the journey took place would unveil understanding feelings, effects and experience of a traveler after the journey. The theory envisages that travelling involves lot of experience that can shape attitude and affect performance of person that travelled positively or negatively. The "changing" that occurs to the individual as a result of travel experience became a center of interest and discussion. This theory is suitable for this study because it would help to understand experiences, feelings and changes that may occur to students that either board public vehicles or school buses from home to school and vice versa that are likely to influence their academic performance as a result of the travel experience.

Generally, consumption of entrepreneurship transportation services within educational environment goes with numerous challenges which may likely shape the view and attitude of students based on their experiences in the process of using it. This gives the premise upon which the researcher is interested in comparative view of public and private undergraduates on entrepreneurship problems of transportation on their academic performance.

Statement of the Problem

Academic performance of university students is one of the measures of students' capacity to carry out tasks effectively and efficiently. It provides an overview on how students have achieved in a certain level of knowledge or skills as determined by specific criteria. However, Nigerian University student's academic performance over the years have been dwindling. The sum of class of degree of students for example in University of Ibadan in 1999/2000 and 2001/2002 academic session indicates that first class are 2, second class upper are 96, while second class lower are 557(Sodipo et al 2015). Though 1st to 2nd class lower may look good compared to 3rd class or pass level, yet majority of student academic performance within the second-class lower is still a pointing to shortcoming in their academic ability which may be due to several factors.

The poor performance of students has become a challenging problem for the academic community including researchers. In most of the higher institutions situated in Kwara State, students usually experience accommodation challenges as no institution is currently capable of providing enough hostels accommodation for their students on campuses. The new development in hostel accommodation where private developers are allowed to provide accommodation for students on universities campuses could not help as much. This is due to exorbitant charges which

are beyond the financial capability of most of these students. As a result, a larger population of the students resides outside the campuses. Coupled with the population of university staff that also have to come from their different homes outside the school campuses, this sometimes put pressure on the available buses or taxi that are meant to convey the students to their various campuses. Sometimes, most of the buses and taxis get spoilt while on transit and this becomes problematic for students who may have early lectures, tests or examinations. Sometimes, during the tests or examination, rules and regulations guiding the conduct of examination in most universities give no room for excuses and students always bear the brunt as result of transportation related lateness.

However, much energy of researchers has been dissipated on factors affecting poor performance of students such as poor funding, lack of frequent curricular review, overpopulation, students' unrest, staff strikes, poor infrastructure, poor relations between the university and government, and inadequate teaching and research facilities (Ogbogu, 2011). Much has not been done to explore the impact of various entrepreneurship business outlets within educational environment on the students' academic performance most especially the issues related to inadequate transport facilities. It is observed that students may face some challenges of moving from their residence to school and vice versa on daily basis. Some may miss their tests and exam while some may not have full access to school facilities due to the location of educational institutions, compound traffic congestion and poor transportation system which they may expose to. Therefore, information on students' movement behaviour and experiences from their residence to school can provide insight into how numerous transportation issues affect their academic performance. It is against this backdrop that this study intended to examine comparison of undergraduates' perceived influence of entrepreneurship transportation problems on students' academic performance in private and public universities, in Kwara State

Purpose of the Study

The main purpose of the study was to compare undergraduates' perceived influence of transportation problems on undergraduates' academic performance in private and public universities in Kwara state. Specifically, the study intends to:

1. ascertain the private university undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance in Kwara State;
2. ascertain the public university undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance in Kwara State;

3. ascertain if there is a significant difference in the university undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance in Kwara State based on school type;
4. ascertain if there is a significant difference in the university undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance in Kwara State based on gender.

Research Questions

The following research questions were raised to guide the study:

1. What is private university undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance in Kwara State?
2. What is public university undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance in Kwara State?
3. Is there a significant difference in the university undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance in Kwara State based on school type?
4. Is there a significant difference in the universities undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance in Kwara State based on gender?

Research Hypotheses

The following null hypotheses were generated to guide the study:

- H₀₁:** There is no significant difference in the university undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance in Kwara State based on school type.
- H₀₂:** There is no significant difference in the university undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance in Kwara State based on gender.

Methodology

This study was a descriptive survey. The population comprised of all undergraduates in tertiary education in Kwara State. 100 levels to 400 levels undergraduates in private and public university in Kwara State formed the target population. The study adopted a multistage sampling procedure. Firstly, university in the state were stratified into public and private, purposive

sampling technique was used to select two public universities while two private universities were randomly selected among the existing number of private universities established in the state. Total of 4 universities were involved in the study. Secondly, five faculties were randomly sampled in each of the selected four universities and three departments were also randomly selected in each of the five selected faculties. Therefore, 5 undergraduates were randomly selected in each of the 3 selected departments making a total of (75) undergraduates selected from each of the universities and thus a total of three hundred (300) undergraduate participated in the study.

Researcher designed questionnaire titled ‘‘Comparison of Undergraduate Perceived Influence of Entrepreneurship Transportation Problems on Students’ Academic Performance in Private and Public Universities, in Kwara State’’ was used to collect data. This consists of two (2) sections. Section A contains demographic information of the respondents which includes gender, level and school type while section B elicit information on comparison of undergraduate perceived influence of Entrepreneurship transportation Problems on students’ academic performance in private and public universities, in Kwara State. The items were based on the 4-points Likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Validity of the instrument was ascertained by giving the questionnaire to three Professors in the Department of Social Sciences Education, University of Ilorin. Their comments and suggestions and recommendations were used to improve the contents of the questionnaire. The reliability of the instrument was carried out by using test-re-test method in which forty (40) copies of questionnaire were administered to forty (40) undergraduates in Obafemi Awolowo University, Ife Osun State at interval of 2 weeks. The results obtained were analyzed using Pearson Correlation Coefficient, and 0.83 coefficient was obtained. Descriptive statistics of mean and standard deviation was used to answer the research questions while inferential statistic- paired sample t-test was used to test the two hypotheses at 0.05 level of significance.

Results

Table 1: Distribution of the Undergraduates by Gender

Gender	Frequency (f)	Percentage (%)
Male	149	49.7
Female	151	50.3
Total	300	100.0

Table1 showed the distribution of the university undergraduates that participated in the study by gender. It is shown that out of the 300(100.0%) undergraduates sampled in this study,

149(49.7%) were male while 151(50.3%) were female. The distribution shows that fairly more than half of the participants were female university undergraduates.

Table 2: Distribution of the Undergraduates by School Types

School Types	Frequency (f)	Percentage (%)
Private	150	50.0
Public	150	50.0
Total	300	100.0

Table 2 showed the distribution of the university undergraduates that participated in the study by school types. It is shown that out of the 300(100.0%) undergraduates sampled in this study, 150(50.0%) each was sampled from both the private and public universities.

Answering of Research Questions

Question 1: What is private university undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance in Kwara State?

Table 3: Private Universities Undergraduates' Perceived Influence of Entrepreneurship Transportation Problems on their Academic Performance

S/N	Items	\bar{X}	SD	Rank
1	When commercial vehicles are faulty while on transit, undergraduates miss lectures and sometimes examination therefore affecting performance	2.9	0.5	1 st
2	When students board commercial vehicles and arrive school late, the first class often started and was difficult for them to catch up with others that started the class	2.8	0.6	2 nd
3	Some undergraduates are not allowed to attend lectures the moment they are late as a result of delay in commercial vehicle transit	2.2	0.6	11 th
4	Un-caring attitude of commercial vehicle drivers towards undergraduates while in the vehicle or at bus stop, affects their ability to learn at classroom.	2.4	0.6	8 th
5	Lack of commercial vehicle on the road due to fuel scarcity affects undergraduates' academic engagement negatively.	2.5	0.7	6 th
6	Stress to board commercial vehicles demoralized undergraduates from attending lectures thus leads to poor performance in test and exams.	2.4	0.8	8 th
7	Arbitrary increase of transport fare by commercial vehicle drivers impede undergraduates movement to school thus prevents them from performing well in the studies	2.7	0.7	3 rd
8	Undergraduates struggling and rush toward boarding commercial vehicle often cause accidents and prevent them from going to school and thereby influence their academic performance negatively	2.6	0.6	4 th
9	Some commercial vehicles boarded by undergraduates to school are not road worthy thereby making their movement to	2.5	0.7	6 th

	school very low which in turn influence their ability to learn at school negatively.			
10	Long distance to cover by undergraduate in commercial vehicle to school prevent them to t have adequate time to study while at school	2.4	0.8	8 th
11	Overloading of undergraduates in boarding commercial to the school causes boredom and fatigue that make them inactive in the classroom activities while in school.	2.6	0.6	4 th
12	Delay caused by the commercial vehicles drivers carrying undergraduates to school by turning to fuel filling station, pumping tires at vulcanized workshop etc does not encourage prompt arrival of them for lectures at the right time.	2.3	0.7	10 th
Weighted Mean		2.5		

Result in Table 3 showed how private universities undergraduates' perceived entrepreneurship transportation problems as influencing their academic performance in Kwara State. Considering the weighted mean of 2.5, only items with mean value of 2.5 and above are considered as entrepreneurship transportation problems that influence private universities undergraduates' academic performance. Therefore, items 1, 2, 7, 8, 11, 5 and 9 have weighted mean scores of 2.5 and above, they are perceived influence of entrepreneurship transportation problems on undergraduates' academic performance in private university in Kwara State. On the other hand the items 3, 6, 10 and 12 could not satisfy the criteria because they have weighted mean score less than 2.5., they were therefore not considered as perceived influenced of entrepreneurship transportation problems on undergraduates' academic performance in private university in Kwara State. In view of the following, The mean scores of perceived influence of entrepreneurship transportation problems on undergraduates academic performance in private university in Kwara State reveals that faulty commercial vehicles (1st) (M= 2.9, SD= 0.5), lateness of the commercial vehicle (2nd) (M= 2.8, SD= 0.6), arbitrary increase of transport fare by commercial vehicle drivers (3rd) (M= 2.7, SD= 0.7), undergraduates struggling and rushing toward boarding commercial vehicle (4th) (M= 2.6, SD= 0.6), overloading of undergraduates in boarding commercial vehicle to the school (5th) (M= 2.6, SD= 0.6), Some commercial vehicles boarded by undergraduates to school are not road worthy (6th) (M= 2.5, SD= 0.7), Lack of commercial vehicle on the road due to fuel scarcity (6th) (M= 2.5, SD= 0.7), were all identified as entrepreneurship transportation problems that adversely influence their academic performance by missing lectures and exams, causes accident, boredom and fatigue, slow movement means through which transportation problems influence private universities undergraduates' academic performance negatively.

Question 2: What is public university undergraduates' perceived influence of entrepreneurship transportation problems on their academic performance in Kwara State?

Table 4: Public Universities Undergraduates' Perceived Influence of Transportation Problems on Academic Performance

S/N	Items	\bar{X}	SD	Rank
1	When buses are faulty while on transit, students miss lectures and sometimes exams therefore affecting performance	3.6	0.5	1 st
2	Recklessness of commercial drivers while carrying undergraduates to school affects them psychologically which hinders their ability to learn at school	3.3	0.5	3 rd
3	Long waiting at bus stop, will affect undergraduates' ability to attend lectures on time	3.2	0.7	5 th
4	Lack of buses on the road due to fuel scarcity affects students' learning activities.	3.4	0.6	2 nd
5	Traffic jam of vehicles on the road stresses undergraduates and thereby affects their academic performance negatively when resumes to the school.	3.2	0.6	5 th
6	Arbitrary increase of transport fare by commercial vehicle drivers prevent undergraduates from going to school hence affecting their learning activity	3.3	0.7	3 rd
7	Inexperience of commercial drivers is responsible for undergraduates' poor attendance of class, test and exams.	3.1	0.6	8 th
8	Accidents caused during transportation of undergraduates to school demoralize them for meaningful academic activities.	3.2	0.7	5 th
9	Slow movement of commercial vehicle as a result of weary engine causes affects prompt undergraduates' attendance to academic activities at school.	3.0	0.8	10 th
10	Delay caused by commercial driver while carrying undergraduates to school by stopping to pump tires or buy fuel prevent them from achieving educational promptly.	3.1	0.8	8 th
11	When undergraduates board the school buses/cars, they are allocated small space to occupy in a bus and these causes stress on the student	2.9	0.8	11 th
12	Poor quality of cars/buses delays movement to school thereby affecting undergraduates ability to learn	2.9	0.8	11 th
Weighted Mean		3.2		

Result in Table 4 showed how public universities undergraduates perceived transportation problems as influencing their academic performance in Kwara State. Considering the weighted mean of 3.2, only items 1, 2, 3,4,5,6, 8, 10 with mean value of 3.2 and above are considered as transportation problems that influence public universities undergraduates' academic performance. On the other hand the items 7, 9, 11 and 12 could not satisfy the criteria because they have weighted mean score less than 3.2, they were therefore not considered as perceived influenced of

entrepreneurship transportation problems on undergraduates' academic performance in public university in Kwara. In view of the following, standard deviation has ranked the undergraduates' experience of perceived influence of entrepreneurship transportation problems on undergraduates' academic performance in public university in Kwara State as follow, when buses are faulty (1st) (M= 3.6, SD= 0.5), lack of buses on the road due to fuel scarcity (2nd) (M= 3.4, SD= 0.6), recklessness of commercial drivers while carrying undergraduates to school (3rd) (M= 3.3, SD= 0.5), Arbitrary increase of transport fare by commercial vehicle drivers (3rd) (M= 3.3, SD= 0.5), Long waiting at bus stop, (5th) (M= 3.2, SD= 0.6), Traffic jam of vehicles on the road (5th) (M= 3.2, SD= 0.6), Accidents caused during transportation of undergraduates to school (5th) (M= 3.2, SD= 0.6), were all identified as entrepreneurship transportation problems that adversely influence their academic performance of public university undergraduates negatively.

Testing of Research Hypotheses

H₀₁: There is no significant difference in the universities undergraduates' perceived influence of transportation problems on academic performance in Kwara State based on school type.

Table 5: t-test Analysis of Difference in Undergraduates' Perceived Influence of Transportation Problems on Academic Performance in Kwara State based on School Type

School Type	N	Mean	SD	SEM	t	df	p	Decision
Private	150	37.97	4.69	.38	-15.66	298	.00	Reject H ₀₁
Public	150	47.15	5.42	.44				

Table 5 showed the result of t-test to determine the difference in the universities undergraduates' perceived influence of entrepreneurship transportation problems on academic performance in Kwara State based on school type. Result showed that there is a significant difference in the perceived influence of transportation problems on academic performance of private (M = 37.97, SD = 4.69) and public, M = 47.15, SD 5.42; $t(198) = -15.669$, $p < .05$ universities undergraduates. Public universities undergraduates had a significantly higher mean which indicates that transportation problems influenced their academic performances more than their private universities undergraduates' counterparts. Since the p value is less than 0.05, we reject the stated null hypothesis. Therefore, the result showed that there was a significant difference in the universities undergraduates' perceived influence of transportation problems on academic performance in Kwara State based on school type.

H₀₂: There is no significant difference in the universities undergraduates' perceived influence of transportation problems on academic performance in Kwara State based on gender.

Table 6: t-test Analysis of Difference in Undergraduates' Perceived Influence of Transportation Problems on Academic Performance in Kwara State based on Gender

Gender	N	Mean	SD	SEM	t	df	p	Decision
Male	149	41.75	6.85	.56	-2.07	298	.039	Reject H ₀
Female	151	43.37	6.76	.55				

Table 6 showed the result of t-test to determine the difference in the universities undergraduate students' perceived influence of transportation problems on academic performance in Kwara State based on gender. Result showed that there is a significant difference in the perceived influence of transportation problems on academic performance of male (M = 41.75, SD = 6.85) and female, M = 43.37, SD 6.76; $t(198) = -2.070$, $p < .05$ universities students. Female universities undergraduates had a significantly higher mean which indicates that transportation problems influenced their academic performances more than their male universities undergraduates' student counterparts. Since the p value is less than 0.05, we reject the stated null hypothesis. Therefore, the result showed that there was a significant difference in the universities undergraduates' perceived influence of transportation problems on academic performance in Kwara State based on gender

Discussion of Findings

The finding of the study revealed that private universities students cited the experience of faulty commercial vehicles, lateness of the commercial vehicle, arbitrary increase of transport fare by commercial vehicle drivers, undergraduates struggling and rushing toward boarding commercial vehicle, overloading of undergraduates in boarding commercial vehicle to the school, Some commercial vehicles boarded by undergraduates to school are not road worthy, lack of commercial vehicle on the road due to fuel scarcity, were all identified as entrepreneurship transportation problems that adversely influence their academic performance by missing lectures and exams, causes accident, boredom and fatigue, slow movement means through which transportation problems influence private universities undergraduates' academic performance negatively.

Similarly, faulty buses, lack of buses on the road due to fuel scarcity, recklessness of commercial drivers while carrying undergraduates to school, arbitrary increase of transport fare by commercial vehicle drivers, long waiting at bus stop, traffic jam of vehicles on the road, accidents caused during transportation of undergraduates to school were all identified as entrepreneurship transportation problems that adversely influence their academic performance of

public university undergraduates negatively. All these problems identified by private and public university undergraduates in Kwara look similar. Thus the results are supported by some submissions from Muktari and Kawu (n.d) who opined that the delay of buses to school may be on account of faulty vehicle, poor attitude of driver to turn elsewhere for fuelling or mending tyres etc. Many commercial drivers are not considerate sometimes about students' plight hastening to enter school for academic activities, what is paramount to them is profit making. They reach school at their own convenient time which would be very late for the students that have scheduled time of academic activities. Students may have to leave their destinations some hours in order to meet up with their academic engagement knowing fully well that the drivers would waste their time on the way.

The results are also in line with submission of Onyango (2012) that issue of students' lateness to lectures, exam and test has been attributed to poor transportation service rendered by commercial driver. This sometimes generates aggressive behavior between the students and the drivers. The aggression can escalate to full fledged riot and protest that apart truncating learning activities it could lead to loss of life and property. Lateness to school has been one of the many negative experiences students had due to transportation problem. Many of the students living outside the school campuses hardly meet up with lectures usually scheduled at 8am in the morning and while their counterparts residing on school campuses have started lectures, those outside the school will be scampering for buses or taxis in their respective parks. This sometimes eventually led to missing the first class which makes it difficult to catch up with other colleagues. The results are also in line with Jimoh (2023) that transportation as critical issue confronting undergraduates that pursuing education. This may be connected with additional issue problem of poor road network, poor weather condition and faulty or grounding of vehicle plying the roads. Also observation of Florida (2019) was in line with the result in the sense that the distance covered in transporting students to school equally poses a kind of challenges on their ability to learn.

Also, the finding revealed that there was a significant difference in the universities students' perceived influence of transportation problems on academic performance in Kwara State based on school type. The result showed that students in public universities within the state rated each item on how specific ways through which the transportation problems influenced their academic performance significantly higher than their counterparts in private universities. This implies that the adverse effects of transportation problems on their academic performance are

stronger when compared with students in private universities. The reason behind this outcome is not far-fetched. More students' population as we experienced in public universities gives rise to more competition for the available buses and taxis conveying students from their residence to campuses. In fact, the population in a single faculty in public university may be higher than the whole population of some private universities. In such a situation, the experiences of students in terms of the services available for them may not be the same. In terms of size, public universities are usually larger than private ones and this has implication on the available facilities, access to those facilities and the satisfaction with their usage. This finding tends to support the survey conducted by Jimoh (2023) in which he identified population explosion as foremost factor that compound transportation problems such as long time wasting to queue at the motor park, arbitrary increase of transport fare, reluctant attitude of commercial drivers to pick students going for long distance in the public universities. These conditions make students to be worn-out and unfit for learning while at school or home or perhaps skip classes. Attitude of commercial drivers sometimes to ply short route also accounted for lack of adequate vehicle to convey large number of students going or coming from long distance. As a result, it is usually a survival of the fittest for students to meet up with lectures and other academic tasks expected of them on campuses.

Finding of the study further revealed that there was a significant difference in the universities students' perceived influence of transportation problems on academic performance in Kwara State based on gender. It was found that female universities students had a significantly higher mean which indicates that transportation problems influenced their academic performances more than their male universities student counterparts. This result is buttressed by opinion of Otu and Agugua (2020) that female students are more vulnerable to form of sexual harassment such as stalking, unwanted touching, obscene gestures, unwanted sexual comments or jokes in the process of boarding vehicles. The submission of Mosha et al (2022) also confirmed the result that the female students may be verbally and sexually harassed on their way to school in the vehicle. The opinion of Peter et al (2011) also buttressed the result that some female students beg for help from bus drivers to pick them to their destination and eventually luring them into sexual relationship which leads to early pregnancy that could impede their studies.

It could be observed at the motor park that whenever students have to board buses and taxis to their various campuses, it used to be a tug of war and in such a situation, it is the survival of the fittest. It is possible that females may not be able to cope with stress resulting from such

experiences just like the way their male counterparts may do. Scampering for buses and taxis in order to meet up with lectures and other academic activities on campuses everyday tends to result to various sexual harassment and molestation problems as identified in the result and the studies.

Conclusion

This study concludes that both undergraduates in private and public universities in Kwara state perceived the influence of transportation problems on their academic performance as not favourable and were felt more among undergraduates in public universities than their counterparts in private owned universities. Female undergraduates also felt the adverse influence of transportation problems more than their male counterparts.

Recommendations

1. The private and public universities management should address influence transportation problems such as faulty commercial vehicles, lateness of the commercial vehicle, arbitrary increase of transport fare by commercial vehicle drivers, undergraduates struggling and rushing toward boarding commercial vehicle, overloading of commercial vehicle to the school, unworthy of some commercial vehicles, fuel scarcity by providing alternative transportation system to commercial ones in order to reduce the students stress and experience of transportation problems.
2. The management of public universities should also protect female students from various adverse influence of transportation problems by making them more accommodated in school hostel than living off campus.

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