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Stakeholders' perspectives on addressing school transportation challenges in public primary schools in Madaba District, Ruvuma Region

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Abstract: **This study aimed at exploring stakeholders' perspectives on addressing school transportation challenges in public primary schools in Madaba District, Ruvuma Region. The study focuses on the modes of transportation used by pupils, the challenges pupils experience while travelling to and from school, and solutions for improving school transport. The study adopted the interpretivist research philosophy and employed a qualitative approach and phenomenology research design. The data was collected through face-to-face interview and focus group discussion. Data was analyzed thematically through coding, categories, and the developed themes and sub-themes are discussed and contextualized with existing literature. The findings reveal pupils travel to school and from school by: walking long distances; motorized transport system; and bicycle. Consequently, that mode of transportation leads to students' absenteeism, late arrival, declining of academic performance, reduced classroom concentration, and reduced participation in extracurricular activities. Additionally, pupils face challenges concerning safety, including road accidents, animal attacks, and being attacked by dangerous people. Moreover, the findings revealed that the stakeholders were not satisfied with the situation of transport challenges, and perceived the need of safe, reliable transport, and affordable school transport system. The study concludes that the absence of a school transport system creates a critical challenge to pupils in accessing equitable and quality education to all. Therefore, it is suggested that there is a need of addressing transportation constraints before construction of schools or schools should be built near residential areas. Another alternative is to establish hostels and organized school transport services by cooperation between parents and government.**

Keywords: **Stakeholders' Perspectives, Transportation Challenges, Primary Schools.**

1. INTRODUCTION

Globally, access to education is widely regarded as a basic human right that is essential for social and economic growth (UNESCO, 2024). Because of this, school transport is no longer seen as just a logical matter, but it is a vital pillar for ensuring fairness and safeguarding children. Prominent Organizations such as UNICEF and UNESCO highlight the importance of safe, reliable, and affordable transport systems in supporting children's participation in education, especially in rural and low-income areas (UNICEF, 2022).

Poor road safety conditions and weak transport regulations put pupils at a risk of traffic-related injuries, which remain among the leading causes of death among young people worldwide. Fixing these risks is necessary for protecting children's right to education and their well-being.

Similar transport challenges are widespread across Africa. Many countries struggle with long walking distances, poor road infrastructure, and limited investment in organized school transport systems. Studies from Kenya, Uganda, and Ghana revealed that children in rural areas often walk several kilometers daily, exposing them to fatigue, harassment, and traffic accidents (AFDB, 2023). To address this, the African Union's Continental Educational Strategy also highlights transport equality as a key part of school reforms, linking mobility to SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Communities). These facts place Tanzania within a broader continental struggle to ensure all children have access to equal and quality education.

In Tanzania, education is structurally accessible to all children irrespective of gender, religion, disability, or geographical location. The statistical data in Tanzania (2023) reported a record of 10971 pupils in government primary schools in Madaba have at a risk of accessing education service with some reasons included transportation challenges. With 783 pupils classified as living in vulnerable environments. Represented 7.1% of government primary school enrollment in the district.

Although state interventions have successfully implemented fee-free basic education and school feeding initiatives, public school transport has been neglected in official policy. Therefore, many pupils must walk or use unreliable public transport, which negatively affects attendance, punctuality, and safety (Wambura & Mboya, 2023). In response, on 6 February 2026, the government introduced several measures to address transport challenges.

Such measures may include introducing rapid buses to support pupils' travel to and from school, providing subsidized fare for 200 Tanzania shillings to pupils. Moreover, ordered Land Transport Regulation Authority (LATRA) to strengthen the registration and verification of drivers and conductors. These regulatory measures aim to improve professionalism and accountability while imposing strict penalties on operators who mistreat student passengers.

Despite these government efforts, massive inequality persists, particularly in rural areas with scattered communities and poor roads. In this location, students must travel long distances to reach school. Both parents and teachers frequently warn to lack of official transport systems disrupts pupils' education and well-being. However, these specific worries are still not well documented in existing research and government reports (MoEST, 2024).

Madaba District, located in the Southern highlands of Tanzania, clearly suffers from this transport problem. The district is mostly rural, characterized by scattered settlements and poorly connected roads. As a result, many Pupils usually walk between 3 and 7 kilometers to attend school, a journey that can take more than an hour daily (World Bank/Global Road Safety Facility, 2023).

These travel routes are usually unpaved and poorly maintained, becoming muddy or blocked during the rainy season. Public transport remains inadequate, erratic, and financially prohibitive for low-income households. Consequently, pupils struggle with chronic lateness and poor attendance, while simultaneously confronting safety hazards such as traffic accidents, harassment, and physical exhaustion. The lack of an organized school transport system is a major gap in Tanzania's education policy, particularly in rural districts such as Madaba District. Th evidence of transportation challenge in Madaba District is documented in the Madaba District Council's 2023 report, which reveals that some pupils had been walking more than seven kilometers to school.

Contemporary empirical literature reinforces this anxiety. A recent study in Mwanza City established that long commuting distances negatively affect both attendance and academic performance, with students reporting fatigue and reduced concentration in class (Ngutunyi, Temba & Matondo, 2025). Additional highlights the importance of coordinated efforts between schools, communities, and transport providers to improve student mobility (Wambura & Mboya, 2023). Furthermore, current reports indicate that the bus operator refused to grant subsidized students' fares, forcing students to walk long distances or rely on unsafe alternatives (The Citizen, 2026). Apart from academic impediment, unsafe journeys to school expose students to risks such as traffic accidents and environmental hazards, highlighting an acute need for structured transport interventions (World Bank/ Global Road Safety Facility, 2023).

Statement of the Problem

Getting to school safely and on time is a major necessity for learners, especially those who live far from their schools. In many parts of Tanzania, pupils in public primary schools face daily struggles in travelling to and from school. This travel barrier reduced classroom concentration, attendance rate, and punctuality, but also overall academic engagement and pupils' health. As a result, transport challenges have become a critical factor in discussions about educational access.

The crisis intensified in Madaba District due to the lack of organized school transport systems. As a result, many pupils are forced to walk long distances or rely on irregular and unreliable means of transport, such as motorcycles, three-wheeled Bajaj, and overcrowded public buses. The poor conditions exposed pupils to danger, such as safety risks, traffic accidents, harassment, and physical exhaustion, while also causing them to arrive late and not attend school.

Other districts in Tanzania face very similar transport challenges. In Morogoro District, for instance, pupils often walk more than five kilometers to school. As a result, leading to fatigue and late arrivals, which in turn affects their class participation (Mwalongo, 2021)? Similarly, in rural Dodoma, both parents and teachers have reported their concerns about the safety of pupils who rely on motorcycles and taxis, highlighting the constant accidents and harassment risks (Ngonyani, 2021).

Despite of these realities, existing research studies mostly looks on barriers like school fees, buildings, or teacher shortages, while treating transport as a secondary issue (Chilewa, 2019; Wambura & Mboya, 2023). Moreover, very little research has examined rural districts where formal school transport incompletely not existing. As a result, we still lack a complete understanding of how stakeholders view travelling safety and punctuality.

Therefore, this study aims to explore stakeholders' perspectives on addressing school transportation challenges in public primary schools in Madaba District, Ruvuma Region.

Research Questions

What are stakeholders' perspectives on strategies for addressing school transportation challenges among pupils in public primary schools in Madaba, District, Ruvuma region?

2. THEORETICAL REVIEW

This study was guided by system theory (ST), which was developed by Ludwig von Bertalanffy in the 1940s. The theory conceptualized on organizations, communities, and operations as closely linked parts. Rather than working alone, each component affects and is affected by others. Meaning the success of the entire system depends on how well its parts collaborate. Systems theory helps to explain complicated issues by focusing directly on the connections, interactions, and feedback among different elements.

Components of System Theory

Inputs

Inputs represent the foundational resources, information, or energy that enter a system, and allow it to work. These inputs can be tangible, such as money, material, or human labor, or intangible things include knowledge, ideas, and data. Without them, a system cannot operate or produce meaningful results. Ludwig Von Bertalanffy (1949) explains systems as "open, "meaning they constantly interact with their environment by taking in and using inputs. This concept was supported by W. Ros Ashby (1956), who argued that systems must receive a wide variety of inputs to stay stable and adapt to changes.

Processes

Processes (Throughputs) are the activities and steps that transform inputs into final outputs. At this stage, the system adds value by organizing, modifying, or using what it receives. These processes may include decision-making, communication, coordination, and daily operations. It plays a central role in determining how effectively inputs are turned into desired results. George Bateson (1972) pointed out that processes depend on interaction patterns, not just simple mechanical transformations. Because of this, processes are dynamic and continuously shaped by coordination, regulation, and feedback within the system.

Outputs

Outputs represent the results, services, or outcomes that an organization generates after processing inputs. These deliverable serves as primary indicators showing how well the system meeting is main goals or objectives. Outputs may take different forms, including physical goods, providing services, or even a behavior change. In this way, outputs show what the system provides to its environments or stakeholders. Changes achieved. Daniel Katz and Robert L. Kahn (1978) note that output can be either tangible, such as product, services, or intangible, such as knowledge and behavior change. They further emphasize that outputs are important for assessing how effective a system is and how it contributes to its surrounding environments.

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Feedback

Feedback is the information sent back to a system about its output and overall performance in the real world. It acts as a control mechanism that helps the system to adjust, learn, and improve its performance. Feedback may be positive, which encourages successful methods, or negative, identifying problems that require to be fixed. problem that needs correction. In this way, feedback allows the system to stay flexible and respond effectively to changes in its environment.

Environment

The environment encompasses external conditions and context that directly impact how a system works. These conditions may be social, economic, political, and technological in nature, and they shape both the opportunities available to the system and the limitations it faces. Because of this, no system can operate alone. It must constantly adjust to changes to remain successful and useful over time.

Strengths of the Theory

The greatest strength of system theory is offers a comprehensive framework for understanding a complex phenomenon. Rather than analyzing or looking at parts in isolation. It shows how different elements within a system are connected and influence each other (Bertalanffy, 1949). It also highlights the role of feedback, suggesting that systems can adjust and respond to changes in their environment over time (Wiener, 1948).

Another major benefit of system theory (ST) is its wide use across many fields. Even though it started in biology, it has been used in areas such as sociology, management, education, and engineering (Katz & Kahn, 1978). Finally, emphasizing internal interconnectedness and environmental openness, the theory explicitly recognizes how an organization is shaped by external forces, which makes it realistic and practical for studying real-world situations (Bronfenbrenner, 1979). In addition, system theory recognizes that systems are open and shaped by external conditions. This makes a practical approach for understanding real-world situations, where outside factors often play an important role (Bronfenbrenner, 1979).

Weakness of the Theory

Despite its usefulness, it has a few key limitations. A primary critique is that its highly abstract nature, which makes it difficult to apply directly in practical situations without clear boundaries or guidelines (Katz & Kahn, 1978). Secondly, it focuses so heavily on the connection within a system that it sometimes overlooks the important role of individual people and independent actors (Bateson, 1972).

Furthermore, the system theory has a weak ability to predict future outcomes. Because systems are complex and shaped by many shifting co-dependent variables, their behavior can be difficult to anticipate (Ashby, 1956). Another challenge is that applying system theory requires a large amount of data and detailed analysis. This can be resource-intensive and not always feasible in real-world contexts (Bronfenbrenner, 1979).

Relevance of the Theory

Systems theory is highly useful in this study, explaining how the different parts of a school are connected and rely on one another. In the case of public primary schools in Madaba District, the lack of a proper school transport system not only affects how pupils get to school but also creates wider challenges. For instances pupils exposed to safety risk while travelling, and issues such as lateness and absenteeism become more common. The perspectives show that a school does not operate in isolation, but is an open system which influenced by its surrounding environments. Factors outside the school, such as transport infrastructure, can therefore have a direct impact on what happens within the school. From this point of view, improving transport is not just about convenience, it strengthens the overall functioning of the school. It also highlights the importance of involving different stakeholders, including parents, teachers, administrators, and policy makers, in finding solutions that support and stabilize the education system.

2.1 EMPIRICAL REVIEW

Stakeholders' perspectives on addressing school transportation challenges in public primary schools in Madaba District, Ruvuma Region

Globally, the safety and on-time travel to school is recognized as an important factor in ensuring equitable access in education. Globally, studies indicate that the location of schools, travel time, safety, and reliable transport affect pupil access to school.

The study conducted by Ji et al. (2022), in a literature review and bibliometric analysis of international research on school travel and behavior, emphasized the importance of understanding pupils' travel patterns when designing transportation policies. Although the study highlights the importance of understanding travel behavior and travel patterns in designing transportation policies. But does not directly address the lived experiences and perceptions of stakeholders in rural contexts. It also provides limited insights into how pupils, teachers, parents, and educational officials perceived transportation challenges and their proposed solutions. Furthermore, the precaution is important to be taken when generalized is conducted to other settings. Hence, it needs the future research to be taken in order to fill the gap.

The study conducted by Morris et al. (2022) reported that children may encounter vulnerability and dangers when travelling to school. The study highlights the inclusion of children's experience in interventions to alleviate school transportation challenges. Although the study emphasized the inclusion of children's own experience in making interventions for addressing transportation challenges rather than focusing on transport infrastructures. It also provides limited insights on how teachers, parents, educational officials, and other stakeholders on addressing transportation challenges. Therefore, there is a need for future research to be conducted in order to address the research gap.

In regional level, the study of the World Bank (2022) demonstrated that in suburban areas of Pakistan, distance to school environments and security were among the challenges to access education. The Khyber Pakhtunkhwa Rural Accessibility Project was established to enhance rural road connectivity, a way of accessing schools and other important services. This meant that promoting transport infrastructures and accessibility can be a measure to overcome transportation challenges in accessing education. Although the study highlights the improvement of suburban road connectivity as a practical solution to address transportation challenges to education. There is a precaution of interpreting and applying the knowledge to other settings. Moreover, the limited insights were focused on key stakeholders such as pupils, teachers, head teachers, parents, and educational officials. This made the need for future research to be conducted in order to cover the gap.

In international level, the study conducted in Ghana by Osei et al. (2024) investigated the school journey by walking on foot and cycling by bicycle in the Ayawaso East Municipal Assembly and the Tamale Metropolitan Assembly. It reported ineffective connected road networks, and unreliable school and street network planning. It highlights that enhancing street connectivity and school location planning is necessary to improve pupils' school attendance for pupils who commute or cycle to school. The study highlights the importance of use of spatial accessibility analysis rather than depending only on lived experience and perceptions. The study was limited to urban settings, whereas the Madaba District was different in terms of geographical and socio-economic context. Hence, the generalization should be done with precautions. Moreover, it provides limited information on the lived experiences and opinions of pupils, parents, teachers, head teachers, and education officials concerning transportation challenges and possible interventions.

In national level, the study conducted by UNICEF (2024) reported that pupils who live further from school and the greater distances are linked with low educational performance. The study found that the importance of collective working between transportation and geographical accessibility in the Tanzanian education in order to address transportation challenges. Although the study linked greater distances with low academic outcomes, it does not clearly explain the experiences and perceptions of key stakeholders on how the transportation challenges can be practically addressed. Additionally, there are limited insights on the other factors which linked to low academic performance, such as home backgrounds, nutrition, household incomes, and other factors, as well as limited information about mechanisms of solving the problem.

At local level, the report in Madaba District, by the Madaba District Council, (2023), reported on the completion of the Lipupuma Primary School infrastructure project under the BOOST programme assist pupils who had previously been walking more than 7 kilometers to attend classes at Mkongotema Primary School. It is evident that the transportation and accessibility challenges are influenced by the geographical distances and school location. The report illustrates the establishment of Lipupuma Primary School as an example of a solution to address transportation challenges in the communities. The report presents a useful practical solution for transportation challenges for younger children who are unable to walk long distances. Also revealed the tangible actual condition of the study area rather than relying on evidence from other settings. The information offered was based on the administrative authority, and limited insights from the pupils, parents, wards, and other education officials. Additionally, it focuses on the construction of school infrastructures rather than looking at other factors, like households' income, weather conditions, environments, and others. It creates the research gap, which this study is going to fill by exploring stakeholders' perspectives on strategies for addressing school transportation challenges among pupils in public primary schools in Madaba District, Ruvuma Region.

Research Gap

In general, empirical reviews indicate that transportation challenges and their effects on pupils have been widely documented, there is limited context-specific, multi-stakeholder evidence on the consequences of the absence of a formal pupil transportation system in rural public primary schools in Tanzania. Specifically, limited research has simultaneously examined the local transportation context, stakeholders' experiences, the different transportation alternatives available to pupils, the educational implications of transportation challenges, and stakeholders' views on appropriate interventions. This study, therefore, seeks to fill these gaps by examining stakeholders' perspectives on addressing transportation challenges in public primary schools in Madaba District, Ruvuma Region, with particular attention to the modes, challenges pupils encounter, level of satisfaction, and their educational implications, and possible solutions for improving transportation access and safety.

3. RESEARCH METHODOLOGY

This study adopted a Interpretivism (constructivism) philosophy within a phenomenological research design, utilizing a qualitative data were collected to provide in-depth understanding on Stakeholders' perspectives on strategies for addressing school transportation challenges among pupils in public primary schools in Madaba District, Ruvuma region. The target population consisted of discipline teachers, members of school committee, Ward educational officers, Chairman of transport service provider, District Educational Officer, and District Executive Director, with a total sample of 51 selected from five secondary schools purposively and criterion chosen from a list of schools in the district. Within each school, purposive sampling and criterion sampling were used to ensure representative participation of both discipline teachers, members of school committee and students. Interviews were used to collect qualitative data from the discipline teachers, members of school committee, Ward educational officers, Chairman of transport service provider, District Educational Officer, and District Executive Director, and while focus group discussions were conducted with students to collect the qualitative insights. Instrument validity was ensured through expert review to confirm that the tools accurately measured the intended variables**.** Data were thematically analyzes to identify coding, categories, and sub-theme, and main-theme predetermined from the research question.

4. FINDINGS AND DISCUSSIONS

This part shows the Stakeholders' perspectives on strategies for addressing school transportation challenges among pupils in public primary schools in Madaba District, Ruvuma region. Key area includes support mechanisms.

The findings from interviews and focus group discussions perceived different practical solution to address the school transportation challenges among pupils in public primary schools. Participants were reported the measures like improving school accessibility through school residential and proximity, improving transport infrastructure and services, and school time arrangement.

Improving School Accessibility

The findings demonstrated that the, the participants were suggested the improving of school accessibility as a critical measure to address the school transportation challenges among to the pupils in public primary schools. They explained that the construction of schools near to the pupils' settlements, construction of feeder schools for children under 5 years, construction of hostels and dormitories as a solution to school transportation challenges.

During interview with one education official, after asked what strategies should be taken to address the school transportation challenges? Answered that: "*Creation of feeder schools would help the younger children with aged group between 3-5 to access the education opportunities."*

The findings implied that the construction of schools near the pupils' residences reduces the long walking distances to access education. Feeder schools are useful for younger children who are unable to walk long distances, and dormitories and hostels are important for accommodating the pupils who travel more than 20 kilometers to access education.

The findings agree with the study by Vanlommel et al., (2024), emphasizing that educational change needs to be understood through the interaction of different elements within and around education systems rather than through isolated interventions. The study is supported by Tanzania's Education Sector Development Plan 2025/26–2029/30 reported improving access, participation, and equity through strengthening educational infrastructure and addressing geographical

disparities in educational provision. These demonstrated the usefulness of education infrastructures such as schools, feeder schools, hostels, and dormitories as a solution to attain equal and quality education opportunities.

Although the findings highlight the accessing of educational opportunities through construction school infrastructures such as schools, feeder schools, dormitories and hostels. But it does not guarantee the quality education because it depends to the other factors like qualified teachers, learning materials, nutrition, electricity, transportation and others.

In line with system theory in this context, it requires the coordinated effort between the central government, local government, community members, parents, local investors, and the private sector in the construction of school infrastructures.

Improving transport infrastructure and services

The participants perceived that improving infrastructure and transport services was a solution to school transportation challenges, which hinder pupils' learning. The participants expressed that improving transport infrastructures and services. Such as roads, bridges, feeder roads, safety routes, and school bus services to be a strategy for addressing the school transportation challenges. Through supporting the pupils' safety, timely, positive motivation, and easy travelling to and from school.

During an interview with one member of the school committee, after being asked what measures should be taken to address transportation challenges.? Reported that: "*The local government and community members should work together to improve transport infrastructure to facilitate pupils' travel at all times.*"

The findings demonstrated that improving transport infrastructures and services is important for creating a conducive journey for pupils in accessing education opportunities.

The findings are consistent with the recent study by Stephano and Nhondo (2026), who identified road infrastructure, walking conditions, and route safety as interconnected dimensions of rural students' school transportation experiences in Tanzania. Their findings highlight the importance of improving the transportation infrastructure as a way to solve the transportation challenges toward equitable and quality access to education.

Although, the improving infrastructure can promote accessing of education, but not sufficient to alleviate all transportation challenges. It demands consideration of environments, settlement areas, population growth, and weather condition which changing seasonal.

In line with system theory, which insists on the collective functioning of interrelated components to achieve the common goal of educational performance. In the educational context, the ministry of transportation, urban and rural settlement planning, and educational planning are supposed to be integrated to promote school accessibility, and avoid transportation challenges.

In general, transportation infrastructure requires to be integrated with other components such as educational planning, settlement pattern, and population growth in order to be successful.

School Time Arrangement

The findings reported demonstrated that, the participants were informed of the arrangements of school time as an important solution to address the school transportation challenges in the public primary school in Madaba District. The participants were explained that, the school administration and teachers are supposed to establish the flexible time for pupils who walk long distance to school. Through extending of reporting time for instance, from 1: 00 am to 1: 30 am. Also, reduction of corporal punishment to pupils who commuting long distances to school and applying guidance and counselling.

During focus group discussion in school two, after to be asked about, what measures should be taken to address the school transportation challenges? Perceived that "*School should arrange the reporting time for pupils who walking long distances to school to avoid disciplinary issues related to lateness.*"

These findings revealed that arranging flexible reporting time and reducing punishments related to who commute long distances facilitates equal, and quality access to education.

The findings agree with the study by Waterston et al., (2024), who argue that conventional assumptions about fixed school structures and schedules need to be reconsidered in response to changing educational and contextual needs. This study highlights the importance of institutions to be relevant to the nature of the environment to facilitate the attainment of targeted goals.

The educational administrators and teachers are supposed to analyze the reasons to understand the realities of different challenges that pupils encounter, rather than applying punishment. It consequently can reduce the learning motivation of children, and cause them to perceive the school as an unsafe place.

Although, it should understandable that, does not mean discipline is unnecessary. But should be considered constructive, fair and concerning about the guidance when applied.

In relation to system theory, it views the situation as interdependent with other components. In this context, education is a main component which integrated with other components such as transportation services, school administration and disciplinary practices. Therefore, all these components should work properly together because the ineffective of one component affect the performance of whole system.

Therefore, the school administration and authorities, should consider the realities, and environments when implementing the educational programs. All these made the educational opportunities to be accessed by all children.

5. CONCLUSION

The research concludes that the school transportation challenges create a significant barrier to equitable access to primary education in the Madaba District, Ruvuma Region. Despite the various modes of transport being used, including walking, bicycles, motorcycles (boda-boda), Bajaj, and buses. But most pupils rely on walking as a major means of transportation.

The findings further conclude that transportation challenges extend beyond mobility and have profound implications for pupils' learning, safety, and overall well-being. Long travel distances contribute to fatigue, lateness, absenteeism, reduced classroom concentration, limited participation in extracurricular activities, and poor academic performance. In addition, pupils are exposed to numerous safety risks, including road accidents, adverse weather conditions, dangerous animals, criminal attacks, and gender-based violence, particularly among girls. These challenges are further compounded by disciplinary practices that often punish pupils for lateness without considering the transportation barriers they face.

The study also concludes that stakeholders, including pupils, parents, teachers, school administrators, and education officers, are generally dissatisfied with the current level of school accessibility. They perceive inadequate transportation as a major barrier to educational equity and quality, emphasizing the need for safe, affordable, and reliable school transportation services.

In line with General Systems Theory, the study concludes that transportation is an interdependent component of the education system. The achievement of the education system depends on the good performance of transportation, infrastructure, school planning, and community support. Therefore, improving pupils' educational access and outcomes requires collective efforts of the government, education authorities, local communities, and other stakeholders to invest in sustainable school transportation systems, improve rural road infrastructure, and implement policies that ensure all pupils have access to school.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed to address school transportation challenges in public primary schools in Madaba District, Ruvuma Region:

Recommendations to the Government

The Tanzanian government, including the Ministry of Education (MoEST), PO-RALG, and the Ministry of Transport, needs to create a national school transport policy for rural primary schools. The government must provide enough money to set up school buses or community transport. They also need to fix rural roads so children can travel to school safely. Additionally, new schools, and feeder schools, and dormitories must be built closer to villages so children do not have to travel so far.

Recommendations to Local Government Authorities

Local authorities need to fix transport issues by upgrading neighborhood roads, paths, and bridges. Councils should work with parents to set up cheap transport for long distance students.

Recommendations to School Management and Education Authorities

School principals and education officials need to change how they discipline students who arrive late due to travel problems. Instead of using harsh punishments like beating, schools should offer guidance and counseling. They should also arrange extra lessons and activities at times that work for students who travel long distances. Additionally, should extend morning arrival time to pupils who travelling long distances.

Recommendations to Parents and Communities

Parents and community members should have shared responsibilities in promoting pupils' safety transportation by supporting bicycle ownership initiatives, safety of walking routes, and monitoring children's safety during their journeys to and from school.

Recommendations to Development Partners and Non-Governmental Organizations

NGOs and development partners should fund better school transport for rural areas. This includes giving bicycles to needy pupils, supporting community bus programs, and teaching road safety.

Recommendations for Policy and Practice

The policymakers should consider school transportation as a core factor for accessing education. The other education planning should regard the location of the school in relation to a reliable transportation system to promote equitable access and quality primary education.

Recommendations for Further Research

i. Examine the effectiveness of school transportation interventions, such as school bus programs and bicycle distribution schemes, in improving attendance and academic performance.

ii. Conduct quantitative studies to measure the relationship between travel distance, transportation mode, and pupils' educational outcomes.

iii. Investigate the cost-effectiveness of different school transportation models in rural Tanzania.

iv. Explore gender-specific transportation challenges and their long-term effects on girls' educational participation and completion rates.

v. Undertake comparative studies between rural and urban districts to identify best practices for improving school accessibility and transportation services.

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