



Journal of Educational Technology and E-Learning Innovations (JETELI)

ISSN: 3069-3624 (ONLINE)

VOLUME 2 ISSUE 1 (2026)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Impact of New University of Ilorin Transport System on Undergraduate Students' Academic Engagement

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Article Information

Received: April 11, 2026

Accepted: June 22, 2026

Published: July 27, 2026

Keywords

Academic Engagement, Transport-System, Undergraduate-Students, Unilorin

ABSTRACT

This study examined the impact of the new transport system on students' academic engagement at the University of Ilorin (UNILORIN). In recent times, persistent transport challenges such as long queues, insufficient shuttle buses, inconvenient schedules, and increased commuting stress have raised concerns about their effects on students' academic participation. The study adopted a descriptive survey research design. A structured questionnaire was used to collect data from a sample of 436 students selected across different levels of university for the study, employing a multistage sampling technique. Data were collected using questionnaire and analyzed using descriptive and inferential statistics, independent samples t-test, one-way ANOVA, and regression analysis. Findings revealed amongst others that, the transport system has a significant impact on academic engagement, indicating that inefficiencies in transportation negatively affect students' punctuality, concentration, and participation in other academic activities. The study further showed that gender and level of study do not significantly influence academic engagement, suggesting that transport-related challenges affect students uniformly across demographic categories. In addition, transport challenges such as long waiting times, overcrowding, and stressful commuting conditions were found to significantly influence students' academic engagement. The study concludes that while transport fares may be relatively affordable, operational inefficiencies within the transport system pose serious threats to students' academic engagement. It therefore recommends amongst others improvements in transport infrastructure, increased shuttle capacity, efficient scheduling, and continuous monitoring of transport services to enhance students' academic engagement and overall learning experience.

INTRODUCTION

The University of Ilorin (UNILORIN) introduced a new transport system in 2025, with the intention to ease the chronic commuting problems faced by its off-campus students. The system includes "Smart Campus Shuttles" and "Korope" minibuses meant to provide safe, affordable, and efficient movement between the off-campus hostels, lecture halls, and the main gate. While the initiative was framed as a response to longstanding transport woes, the implementation has produced a series of operational challenges that directly affect students' academic engagement.

It is an established fact that an efficient transport system is a critical component of a functional university environment, as it directly influences students' punctuality, health, academic participation, and overall engagement. However, recent developments in the transport system at the University of Ilorin (Unilorin) suggest growing inefficiencies that may be adversely affecting students' academic engagement.

Empirical evidence indicates that transport systems significantly influence academic engagement through their efficiency, reliability, and organization. Studies have shown that inadequate transport services lead to lateness, absenteeism, fatigue, and reduced concentration among students (Adebayo & Oladele, 2018; Olawole,

2020). Even where transport fares appear affordable, inefficiencies such as delays, overcrowding, and irregular schedules can still hinder students' academic participation (Litman, 2019). These findings suggest that transport-related challenges are capable of undermining students' academic engagement regardless of cost considerations.

At Unilorin, the current transport system has been characterized by prolonged queues and excessive waiting times, with students reportedly spending up to four hours daily waiting for shuttle buses, particularly during peak morning and evening periods. This situation has resulted in missed early lectures, declining punctuality, and poor attendance in computer-based test (CBT) classes. Observations have revealed students standing under intense heat for extended periods, with reported cases of fatigue and fainting (Omobolaji, 2025). Such conditions raise concerns about students' physical well-being and their ability to remain academically engaged.

Additionally, the issue of insufficient bus capacity remains a major challenge, as the number of operational shuttles is grossly inadequate relative to the student population. Reports from national media indicate that the available buses cannot meet demand, leading to overcrowding, frequent delays, and heightened stress among students (The Nation, 2025). The introduction of a park relocation and split-fare system has further compounded the

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problem. Although intended to reduce the former ₦400 straight fare, the new arrangement—requiring students to pay multiple fares—has increased financial and psychological strain, particularly for off-campus students who commute daily (UCJ Unilorin, 2025).

The cumulative effect of these transport challenges has manifested in students leaving hostels as early as 6:30 a.m. and remaining on campus for extended periods to avoid queues. This routine has reportedly resulted in exhaustion, reduced concentration, limited study time, and worsening health conditions such as fatigue and ulcers. Some students have even considered deferring their academic sessions due to the stress associated with transportation. These challenges have sparked protests through student union leadership, prompting assurances from university management regarding the provision of additional buses and electric vehicles, which had not materialized at the time of this study.

Notably, prior studies suggest that demographic factors such as gender and level of study do not significantly influence academic engagement when infrastructural conditions are held constant (Ajayi & Yusuf, 2017; Kuh *et al.*, 2015). This implies that transport challenges tend to affect students uniformly across demographic categories, reinforcing the notion that systemic infrastructural issues have broader implications than individual characteristics. Comparable transport-related challenges have also been documented in other Nigerian tertiary institutions such as the University of Lagos, University of Nigeria, Nsukka, and the University of Ibadan, where inadequate shuttle services have resulted in long queues, lateness, and reduced academic productivity (The Nation, 2025). This suggests that the problem at Unilorin may reflect a wider national trend; however, the specific magnitude, characteristics, and academic implications of the problem within Unilorin remain insufficiently documented.

Despite the growing complaints and visible challenges associated with the Unilorin transport system, there is a dearth of empirical evidence establishing the extent to which these transport challenges influence students' academic engagement and whether the situation differs from experiences in other universities. This gap in knowledge necessitates a systematic investigation into the impact of the new transport system on students' academic engagement at the University of Ilorin, which this study seeks to address.

Statement of the Problem

The new transport system, despite its intended benefits, has exacerbated the very problems it was meant to solve. Long queues, insufficient bus capacity, and a doublefare structure have created a daily ordeal for undergraduate students, forcing many to miss or arrive late to early morning classes. This disruption directly undermines academic engagement, as evidenced by reports of declining punctuality and increased fatigue.

The financial burden imposed by the splitfare system disproportionately affects offcampus students, who

constitute a significant portion of the student body. Coupled with the health impacts of prolonged exposure to heat and overcrowding, the transport situation threatens both the physical wellbeing and academic performance of students.

While the university administration has acknowledged these issues and pledged additional vehicles and buses, concrete solutions have yet to be realized. The persistence of these challenges highlights a gap between policy intent and operational execution, warranting an empirical investigation into how the new transport system influences undergraduate academic engagement at Unilorin.

Purpose of the Study

The study was designed to achieve the following objectives:

- a) Assess the level of academic engagement of undergraduate students since the introduction of the new transport system in Unilorin.
- b) Examine the impact of the new transport system on students' punctuality to lectures.
- c) Determine the influence of the new transport system on students' class attendance and participation in academic activities.
- d) Investigate the extent to which the new transport system affects students' access to academic resources (library, laboratory, group discussions, tutorials, etc.).
- e) Identify the challenges students encounter with the new transport system in relation to academic engagement.
- f) Examine whether differences exist in academic engagement due to demographic variables such as gender, level of study, and faculty.

Research Questions

In line with the study objectives, the study will be guided by the following research questions:

1. What is the level of academic engagement of undergraduate students since the introduction of the new transport system in Unilorin?
2. What impact does the new transport system have on students' punctuality to lectures?
3. How does the new transport system influence students' class attendance and participation in academic activities?
4. To what extent does the transport system affect students' access to academic resources within the university?
5. What challenges do undergraduate students face with the new transport system in relation to their academic engagement?
6. Are there significant differences in academic engagement based on gender, level of study, and faculty due to the new transport system?

MATERIALS AND METHODS

The research design employed or adopted in this study was descriptive survey research design.

This design was deemed most suitable because it enabled the researcher to collect data from a large population and describe the existing conditions regarding the impact of the Unilorin transport system on students' academic engagement without manipulating variables. The population of the study will comprise all off-campus undergraduate students of the University of Ilorin who utilize the university transport system. This includes students across different faculties and academic levels. A multi-stage sampling technique will be employed. At the first stage, the students were stratified based on faculties. At the second stage, respondents were randomly selected from different departments and levels. A sample size of 436 undergraduate were adequate representation for generalization. The instrument for data collection was a researcher structured questionnaire titled: "UNILORIN Transport System and Academic Engagement Questionnaire (UTSAEQ)". The questionnaire was divided into five sections, the responses were measured

using a 4-point Likert Scale of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2), and Strongly Disagree (SA=1). The instrument was subjected to face and content validity by experts in educational research, measurement, and evaluation, and their corrections and modifications were incorporated before final administration. The questionnaire was subjected to a pilot study using 30 students outside the sampled population. The reliability was determined using Cronbach Alpha, and a reliability coefficient of 0.87 was established. The researcher with the aid of research assistants gathered and administered physically and electronically. Respondents were assured of confidentiality and anonymity. Data was analyzed using Statistical Package for Social Sciences (SPSS). Research Questions 1–5 were analysed using descriptive statistics of Mean and Standard Deviation while Research Question 6 was converted to hypotheses and analysed using inferential statistics of Independent t-test (gender

Table 1: Demographic Information of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	201	46.1
	Female	235	53.9
	Total	436	100
Level	100 Level	73	16.7
	200 Level	102	23.4
	300 Level	108	24.8
	400 Level	111	25.5
	500 Level	42	9.6
	Total	436	100
Users of the Transport	Yes	387	88.8
	No	49	11.2
	Total	436	100

differences) and ANOVA (faculty/level differences) at 0.05 level of significance.

RESULTS AND DISCUSSION

The table summarizes the respondents; in terms of gender, the distribution shows that female respondents constitute the majority, with 235 individuals representing 53.9%, while male respondents account for 201 individuals or 46.1% of the sample. This indicates a fairly balanced gender composition, with a slight predominance of females.

Regarding level of study, respondents are spread across all academic levels. The 400 Level students form the largest group with 111 respondents (25.5%), followed closely by 300 Level students with 108 respondents (24.8%) and 200

Level students with 102 respondents (23.4%). 100 Level students account for 73 respondents (16.7%), while 500 Level students represent the smallest proportion with 42 respondents (9.6%). This distribution suggests stronger representation from upper-level students. Concerning use of transport, the vast majority of respondents indicated that they use transport, with 387 respondents (88.8%) answering "Yes," compared to 49 respondents (11.2%) who reported not using transport. This shows that transport use is common among the respondents and is likely an important aspect of their daily activities. By and large, the table indicates a predominantly female sample, a higher concentration of students in advanced levels of study, and widespread reliance on transport among respondents.

Table 2: Academic Engagement Level

Items	Mean	Std. Dev	Decision
I attend lectures more regularly	2.21	0.46	Reject
I am more focused academically	3.08	0.91	Agree
My involvement in academic work has improved	2.14	0.48	Reject

I participate more in learning activities	2.02	0.44	Reject
The transport system has enhanced my engagement	2.18	0.49	Reject
Grand Mean = 2.33			Disagreed

Research Question 1: What is the level of students' academic engagement since the introduction of the new transport system?

The table presents respondents' mean ratings on items measuring their level of academic engagement. All the individual mean scores range between 2.02 and 3.08, indicating general agreement with all the statements. This means students reported attending lectures more

regularly, being more focused academically, improving their involvement in academic work, participating more in learning activities, and experiencing enhanced engagement due to the transport system. With a computed Grand Mean of 2.33, which falls below the "Agree" decision benchmark, the result indicates that, respondents disagreed that their academic engagement has generally improved across the measured indicators.

Table 3: Punctuality to Lectures

Items	Mean	Std. Dev	Decision
I arrive early for lectures	2.26	0.43	Disagree
I rarely miss lectures due to transport	2.11	0.42	Disagree
Delays no longer affects my punctuality	2.48	0.45	Disagree
Less waiting time improves my punctuality	2.23	0.47	Disagree
Late arrival has reduced	2.16	0.49	Disagree
Grand Mean = 2.25			Agreed

Research Question Two: What impact does the new transport system have on students' punctuality to lectures? The table presents students' perceptions of how the new transport system influences their punctuality to lectures. The results generally indicate that the transport system has not significantly improved punctuality. Respondents disagreed that they arrive early for lectures and that they rarely miss lectures due to transport challenges. They also disagreed that delays no longer affect their punctuality, that reduced waiting time has improved punctuality, and that late arrival to classes has reduced. These consistent

"Disagree" responses suggest that the transport system has not effectively addressed lateness or attendance-related delays.

Consequently, since the Grand Mean of 2.25 falls within the "Disagree" range, the overall interpretation indicates that students do not see the new transport system as significantly enhancing punctuality to lectures. This implies that existing transportation arrangements may still be inadequate in ensuring timely arrival for academic activities.

Table 4: Attendance and Participation

Items	Mean	Std. Dev	Decision
I attend more lectures regularly	2.22	0.85	Disagree
Encourages seminar and group work attendance	3.10	0.91	Agree
Easier to attend classes throughout the day	2.04	0.43	Disagree
Improved classroom participation	2.46	0.77	Disagree
Reduced absenteeism	2.14	0.38	Disagree
Grand Mean = 2.39			Disagreed

Research Question 3: How does the new transport system influence attendance and participation?

The table presents respondents' perceptions of how the new transport system influences attendance and participation. The findings generally indicate a negative perception. Students disagreed that the transport system has helped them attend lectures more regularly, made it easier for them to attend classes throughout the day, improved their classroom participation, or reduced absenteeism. However, respondents agreed that the transport system encourages attendance at seminars and group work activities, indicating some positive effect on collaborative academic activities.

Accordingly, the Grand Mean of 2.39, which falls within the "Disagreed" decision benchmark, suggests that students do not generally perceive the new transport system as significantly enhancing attendance and participation. This implies that while it may support certain academic engagements, its overall effect on consistent attendance and active participation remains limited.

Research Question Four: To what extent does the new transport system enhance access to academic resources? The table presents students' perceptions of the extent to which the new transport system enhances access to academic resources. The mean values range from 2.07

Table 5: Access to Academic Resources

Items	Mean	Std. Dev	Decision
I visit library more frequently	2.19	0.90	Disagree
Easy access to laboratories	2.07	0.92	Disagree
Easier attendance of tutorials	2.12	0.88	Disagree
Able to stay longer for study	2.15	0.86	Disagree
Overall access improved	2.21	0.87	Disagree
Grand Mean = 2.15			Disagreed

to 2.21, and all items fall within the “Disagree” category, indicating a generally negative perception. Respondents disagreed that the transport system enables them to visit the library more frequently, improves access to laboratories, and makes it easier to attend tutorials. They also disagreed that it allows them to stay longer on campus

for study purposes and enhances their overall access to academic resources. With a computed Grand Mean of 2.15, which falls within the “Disagree” benchmark, it can be admitted that the new transport system has negatively enhanced students’ access to academic resources.

Table 6: Transport Challenges

Items	Mean	Std. Dev	Decision
Transport fare is less-expensive but stressful	3.28	0.82	Agree
Insufficient buses disrupt activities	3.31	0.79	Agree
Long queues still exist	3.24	0.85	Agree
Transport schedule somewhat inconvenient	3.07	0.90	Agree
Transport challenges affect engagement	3.11	0.88	Agree
Grand Mean = 3.20			Agreed

Research Question Five: What challenges do students encounter with the new transport system?

The table presents respondents’ perceptions of public transport conditions, focusing on cost, availability, convenience, and their effects on daily engagement. In general, all five items obtained mean scores above 3.00, indicating general agreement among respondents that transport-related challenges are present. Specifically, respondents agreed that although transport fares are relatively less expensive, the experience is stressful. They also perceived that insufficient buses disrupt activities, which recorded the highest mean, suggesting this is the most strongly felt issue. Additionally, long queues were acknowledged as still existing, pointing to inefficiencies in service delivery. Concerns about transport schedules

being somewhat inconvenient were also affirmed, though with the lowest mean among the items, indicating comparatively weaker agreement. Furthermore, respondents agreed that transport challenges affect engagement in activities, highlighting the broader impact of transport problems on participation and productivity. The grand mean of 3.20, interpreted as Agreed, confirms that respondents collectively perceive public transport as affordable but characterized by operational and logistical challenges that negatively influence daily activities and engagement.

Testing of Hypotheses

H₀₁: There is no significant impact of the transport system on academic engagement.

Table 7: Regression Analysis Showing Impact of Transport System on Academic Engagement

Model	β	t-value	Sig. (p)	Decision
Transport System	0.412	6.28	0.000	Significant

To test this hypothesis, simple linear regression analysis was employed.

The table shows that the transport system has a positive and significant effect on academic engagement ($\beta = 0.412$, $p = 0.000$). Since the p-value is less than 0.05, the null hypothesis is rejected. Consequently, there is a significant impact of the transport system on academic engagement.

This implies that the efficiency, availability, and general condition of the transport system play a crucial role in students’ academic participation and involvement.

H₀₂: There is no significant difference in academic engagement based on gender and level of study.

An independent samples t-test was used to test gender

Table 8: t-test Result Showing Gender Difference in Academic Engagement

Variable	t-value	Sig. (p)	Decision
Gender	1.21	0.227	Not Significant

Source: Field Survey, 2025

Table 9: ANOVA Result Showing Difference in Academic Engagement by Level of Study

Source	F-value	Sig. (p)	Decision
Level of Study	1.08	0.368	Not Significant

Source: Field Survey, 2025

differences, while one-way ANOVA was used to test differences based on level of study.

The tables indicate that gender ($p = 0.227$) and level of study ($p = 0.368$) do not have any statistically significant effect on academic engagement, as their p-values are greater than 0.05. meaning, there is no significant

difference in academic engagement based on gender and level of study. Academic engagement among students appears to be uniform regardless of these demographic factors.

H₀₃: Transport challenges significantly influence

Table 10: Regression Analysis on the Influence of Transport Challenges on Academic Engagement

Model	B	t-value	Sig. (p)	Decision
Transport Challenges	0.389	5.74	0.000	Significant

Source: Field Survey, 2025

academic engagement. This hypothesis was tested using simple regression analysis.

As shown in the table, transport challenges significantly influence academic engagement ($\beta = 0.389$, $p = 0.000$). The p-value is less than 0.05, leading to the rejection of

the null hypothesis. Meaning, transport challenges such as long queues, insufficient buses, and inconvenient schedules significantly affect students' academic engagement.

Table 11: Summary of Hypotheses Testing Results (Combined)

Hypothesis	Statement	Result
H ₁	Transport system has no significant impact on academic engagement	Rejected
H ₂	Gender and level have no significant difference in academic engagement	Accepted
H ₃	Transport challenges have no significant influence on academic engagement	Rejected

Discussion

The findings of this study revealed that the transport system has a significant impact on academic engagement. This implies that the efficiency, reliability, and organization of transport services play a crucial role in students' ability to attend classes on time, participate actively in academic activities, and maintain consistent engagement. This result aligns with the findings of Adebayo and Oladele (2018), who reported that inadequate transport systems negatively affect students' punctuality and academic focus in tertiary institutions. Similarly, Olawole (2020) observed that transport inefficiencies such as delays, overcrowding, and irregular schedules often lead to lateness, absenteeism, and fatigue among students, thereby reducing their academic engagement. The implication of this finding is that even when transport fares are relatively affordable, inefficiencies within the system can still hinder academic engagement. This supports the view of Litman (2019), who argued that transport affordability alone is insufficient if service quality and convenience are compromised.

The study further revealed that gender and level of study do not significantly influence academic engagement. This suggests that academic engagement among students is relatively uniform across demographic categories and

that transport-related challenges affect all students equally regardless of gender or academic level. This finding is consistent with Ajayi and Yusuf (2017), who found no significant gender differences in academic engagement when environmental and infrastructural factors were controlled. Similarly, Kuh *et al.* (2015) argued that institutional factors such as access, infrastructure, and support services exert a stronger influence on engagement than personal demographic characteristics. The lack of significant variation across levels of study indicates that transport challenges are not confined to new or senior students alone but represent a shared experience among the student population. This reinforces the argument that systemic infrastructural issues have a broader impact than individual student characteristics.

The results also showed that transport challenges significantly influence academic engagement. Issues such as long queues, insufficient buses, inconvenient schedules, and stressful commuting experiences were found to adversely affect students' participation in academic activities. This finding corroborates earlier studies by Oyesiku (2016), who noted that transport challenges contribute to student stress, reduced concentration, and academic disengagement. Likewise, Chen and Xiong (2021) found that prolonged commuting time

and overcrowded transport systems significantly reduce students' energy levels and willingness to engage in learning activities. The result further supports Maslow's hierarchy of needs, which suggests that basic needs such as safety, comfort, and reduced stress must be met before higher-level cognitive engagement can be fully achieved. When students are exposed to persistent transport challenges, their academic engagement is likely to decline.

CONCLUSION

Based on the findings of this study, it is concluded that the transport system plays a significant role in shaping students' academic engagement. While transport may be affordable, persistent challenges such as inadequate buses, long queues, inconvenient schedules, and stressful commuting experiences significantly affect students' academic participation and engagement. The study also concludes that gender and level of study do not significantly influence academic engagement, indicating that transport challenges affect students uniformly across demographic categories. Generally, transport-related factors remain critical determinants of students' academic experiences and outcomes at the University of Ilorin, and improving transport systems within and around university of Ilorin and other educational institutions is therefore essential for enhancing students' academic engagement and overall learning experience. The study recommended among others that:

- 1.The university authorities and transport management bodies should increase the number of buses available to reduce long queues and overcrowding, especially during peak academic hours.

- 2.The university authority should encourage adequate time management

- by ensuring proper schedules which should be reviewed and optimized to align with lecture timetables, ensuring timely movement of students to and from academic activities.

- 3.The university Institution administration should collaborate with transport providers to develop policies that prioritize student transportation needs, including subsidized and well-regulated transport services.

- 4.There should be regular assessment of transport services through student feedback should be conducted to identify emerging challenges and implement timely solutions.

- 5.There should be stress reduction measures such as improved number of buses or at least waiting facilities,

better route planning, and queue management systems so as to reduce commuting stress and enhance students' readiness for academic engagement.

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