

Commuting Patterns and Teachers' Disposition to Work in Public Secondary Schools in Education District I, Lagos State

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Abstract

Commuting issues in heavily populated cosmopolitan areas like Lagos are of great concern to different stakeholders in Education. This is due to the implications on Professionalism and task accomplishment of teachers. This study, therefore, investigated the commuting patterns and the disposition of teachers to work in public secondary schools in Lagos State, Nigeria. The study sought to achieve three objectives, provided answers to two research questions and tested one hypothesis at $\alpha = 0.05$ level of significance. A descriptive survey research design was adopted for the study. The population comprised 5200 teachers in all 78 public secondary schools in the District. In this study, the sample size comprised 300 public secondary school teachers selected from 30 schools using a multi-stage sampling procedure. The instrument used for data collection was a self-designed, structured, validated and reliable ($r = 0.96$) Questionnaire titled "Commuting Pattern and Teachers' Work Disposition Questionnaire" (CPTWDQ), which was made up of three sections. We analysed our data using Descriptive statistics to answer the research questions, while Multiple Regression Analysis was used to test the hypothesis at 0.05 confidence level. The results showed that the majority of teachers commuted long distances of 21 kilometres and above; teachers' disposition to work was moderately average; and that commuting time and mode of transportation significantly predicted work disposition, while commuting distance did not. It was recommended among others that Governments should prioritise improvements in the public transportation system and road networks, particularly in urban and semi-urban areas where most commuting challenges are concentrated. Schools should explore the possibility of flexible working hours for teachers, especially those travelling long distances or from traffic-prone zones, to mitigate the effects of commuting time.

Keywords: Commuting patterns, Commuting distance, Commuting time, Mode of transportation, Teachers' disposition to work, Public secondary schools, Lagos State.

Introduction

The teacher is undoubtedly an indispensable factor in enhancing the academic achievement of learners. The efficacy and productivity of an educational system has the tendency of being connected to the standard and general frame of mind of its teachers. In Nigeria, particularly in Lagos State, public secondary schools are continually faced with a multitude of challenges that impact the performance of teachers and, consequently, students' learning outcomes. A frequently neglected but very germane factor determining teachers' effectiveness and general disposition to work is the distance they travel daily from their residential locations to their places of work, including the means of transportation, commuting duration and cost of transportation, otherwise known as commuting patterns.

Commuting distance is the distance usually covered by an employee in kilometres to and from their place of abode and workplace. It is the distance travelled by workers from their places of residence to their workplaces. Mrope (2023) submitted that workers usually travel from their residences and places of work, and generally, the proportion of employees' commuting distance from home to places of work all over the world is on the rise. For example, a cursory look at the commuting distance in different countries showed that it varies from one country to another and specifically, in developing countries, Emre and Elci (2015) posited that commuting distances to workplaces are undoubtedly on the increase due to the continuous overcrowding nature of cities and towns. In Nigeria, notably Lagos State, a large number of inhabitants had to travel between five and 20 kilometres daily. Precisely, 75% of residents covered this distance for various reasons, including work, social functions and shopping (Osoba, 2015). Though this finding was made about 10 years ago, the situation appears to be similar. Commuting distance has been discovered to exert influence on employees' work behaviour, frame of mind, intensity of exhaustion, punctuality, and general job fulfilment across different professions. Within the school system, the implications are even more deeply felt. Mrope (2023) contended that workers who commute long distances are not regular at work and consequently, close to 20% of such a workforce are always absent at work compared to employees that stayed close to their places of work. Teachers who engage in long-distance travel to their schools have the tendency to be faced with heightened stress, truancy, lateness to school, and lukewarm attitudes towards academic-related activities. In the long run, these concerns may result in burnout, which is detrimental to their enthusiasm, dedication and work ethic with respect to the learners and co-workers.

Commuting time and transportation options are essential factors determining the day-to-day activities of an individual, job performance, and living conditions. The correlation between commuting patterns and means of transportation can be linked to different factors, such as town planning, physical resources, social class, and accessibility of mass transit systems.

A prolonged period of commuting is typically connected with unsatisfactory consequences, such as heightened tension, less time for relaxation, and diminishing general conditions of health (Chatterjee et al., 2020). Conversely, brief travels, especially those that are energy-consuming like trekking or biking, are associated with a greater percentage of physical exercise and enhanced emotional well-being (Martin et al., 2014).

The available transportation options are to a great extent the determinants of commuting time. For instance, in some cities, passengers using commercial transport or mass transit always spend a longer time moving from one place to another, as opposed to those who travel in private vehicles, mostly because of the delays occasioned by the waiting, transfers, and detours (Zhao et al., 2019).

Effective town planning that encourages transit-oriented developments and investment in a well-organised mass transit system can greatly reduce average commute periods and foster enduring transportation options (Cervero and Murakami, 2010). The urban expansion brings about the need for the recognition and dealing with the dynamics of the commuting period, and the means of transportation are crucial to the enhancement of sustainable and dispassionate urban areas.

As the hub of commercial activities in Nigeria, Lagos State is known to be distinguished by acute gridlock, unpredictable mass transit systems, and extended periods of journey. Public secondary school teachers, in many instances, regularly pass through these difficulties, irrespective of their residential location, both within the state and the adjoining localities. The consequence is a conceivable decrease in their propensity to work, which may lead to classroom disengagement, decreased involvement in non-academic activities, and indifference in taking up supplementary roles, which is a reflection of their disposition to work. The commuting patterns in the State, therefore, differ greatly, owing to the wide range of formation of the city, traffic congestion, and different modes of transportation.

Teachers' disposition to work involves perspectives, mindsets, and dedication as regards their job responsibilities, including punctuality, passion, willingness to involve students in the teaching and learning process, as well as getting involved in school programmes and events. A worthwhile disposition is essential for the attainment of functional educational outcomes. It is the individual's inherent tendencies, attitudes and values that influence their behaviour and performance in the workplace. This concept encompasses internal qualities such as motivation, responsibility and adaptability, which are crucial for effective professional conduct. According to Adeniyi (2020), disposition is a dominating characteristic, a state of mind or predisposition. He further portrays disposition as the teachers' readiness and capacity to regularly exhibit ethical conduct, caution, courtesy, and unceasing interaction with students.

The impact of teachers' dispositions on the extent of their involvement in the assigned responsibilities, with colleagues, and the school environment cannot be underestimated. Favourable dispositions may give rise to teamwork, principled decision-making and persistence, no matter the situation. On the other hand, unfavourable dispositions may inhibit service delivery and a positive work atmosphere. Therefore, the nature of teachers' work disposition will go a long way in enhancing the improvement of the school system and job fulfilment.

Studies have shown the relationship between commuting distance and teachers' job performance. For instance, Amponsah-Tawiah et al. (2016) reported that long-distance travel to and from work resulted in a reduction in job fulfilment and heightened burnout. With regards to the school system, this circumstance is especially worrisome due to its effects on both the welfare of teachers and students' learning outcomes. Furthermore, another study by Ofoegbu (2018) showed that Nigerian teachers serving in the metropolis most of the time spend between two and four hours on a daily basis travelling to and from work, which cuts down the time for lesson preparation and self-improvement. Likewise, Adewale and Bolarinwa (2020) contended that the hardship and emotional burden associated with commuting result in persistent truancy and a reduction in collaborative learning.

Ogunyemi (2021), in a study on commuting-related stress and teachers' job contentment in South-West Nigeria, established a significant negative correlation between commuting distance and teachers' job fulfilment and punctuality to schools. Specifically, teachers, whose commuting distance was over an hour per day, reported burnout twofold compared to those who travel short distances to and from home to work. Afolabi and Babalola (2022) explored the municipal transportation problems faced by teachers and reported that prolonged travel duration significantly engendered teachers' absenteeism and less involvement in school activities. The study drew attention to the fact that traffic

congestion, which is characteristic of Lagos, aggravated the problem; thus, commuting distance became a serious concern in educational planning.

In a study carried out in South Africa by Nkosi (2019), it was reported that teachers who engaged in longer commuting distances were less devoted to their jobs and recorded a higher rate of absenteeism than their colleagues inhabiting the vicinity of the schools.

The foregoing is an indication that commuting distance is a global phenomenon determining teachers' disposition to work; notwithstanding, the intensity of the influence may differ based on some circumstances.

This study is anchored on the Job Demand-Resources (JD-R) Model, which was developed by Arnold Bakker and Evangelia Demerouti in 2006. The model suggests that when the job demand is high and job resources are low, stress and exhaustion. On the other hand, the more rewarding a job is, the less the impact of the job demands. Job Demands–Resources (JD-R) theory provides explanations on the effect of the work environment on employees' general state of affairs and task accomplishment. A fundamental postulation in JD-R theory is that although, workers are engaged in different areas of human endeavours, such as educational realms, industrial sector, transportation, or financial affairs, their work identities can be categorised into two. These are job demands and job resources. Job demands are the aspects of the job requiring continuous effort and have physiological and emotional implications. In contrast, job resources refer to the parts of the job that are connected to the attainment of job-oriented goals, lessen job demands and the related costs, and enhance self-improvement.

The Job Demand-Resources (JD-R) Model is relevant to this study in the sense that job demands (for instance, long commutes, complex mode of transportation, stressful commute and high cost of transportation) can be debilitating and demotivating, except that they are compensated by appropriate job resources (institutional support). Concerning teachers, longer commuting distances may therefore serve as a "demand" that adversely impacts their Physical and psychological preparedness for outstanding job performance.

Statement of the Problem

The standard of education provided in public secondary schools in Lagos State, like every other state in Nigeria, is, to a large extent, hinged on the performance and mindset of teachers. However, the increasing worries among stakeholders are the obvious reduction in teachers' punctuality, enthusiasm, and general mood and attitudes towards their work. Although many reasons could be attributable to this trend, the matter of commuting distance

appears to have been persistently under-investigated, particularly in the circumstance of distinctive logistical issues in Lagos State.

A large number of teachers in the State cover long distances to and from home and school every day, frequently grappling with gridlocks, unreliable urban transport services, and the physical and psychological burnout occasioned by the said strenuous trips. These situations have implications not only on their punctuality but also on their well-being, job fulfilment, and readiness to be purposefully involved with students and programmes of the schools. An unpunctual, worn-out and disillusioned teacher is unlikely to teach effectively, take part in other schools' programmes, or display the required high measure of dedication towards the promotion of a supportive school atmosphere.

Furthermore, in spite of the apparent implications of prolonged and exhausting journeys on teacher effectiveness, there seems to be a dearth of data-driven research in Lagos State that comprehensively explores the influence of commuting distance on teachers' disposition to work. The majority of policies and interventions directed towards the improvement of learning outcomes, in most cases, neglect logistical-related concerns; rather, emphases are laid on factors resident in schools, like physical resources, capacity building, and curriculum issues.

Consequent upon the foregoing, there is therefore, the need to explore the relationship between commuting distance and teachers' disposition to work in public secondary schools in Lagos State, hence, this study. Objectives of this study were (i) to determine the average commuting distance for teachers in public secondary schools, (ii) to investigate the level of teachers' disposition to work in the schools, and (iii) to explore the joint contributions of commuting patterns (commuting distance, commuting time and mode of transportation) on teachers' disposition to work in the schools.

Objectives of the Study

1. To determine the average commuting distance for teachers in public secondary schools in Education District I of Lagos State.
2. To investigate the level of teachers' disposition to work in the schools.
3. To explore the joint contributions of commuting patterns (commuting distance, commuting time and mode of transportation) on teachers' disposition to work in the schools.

Research Questions

1. What is the average commuting distance for teachers in public secondary schools in Education District I, Lagos State?
2. What is the level of teachers' disposition to work in the schools?

Research Hypotheses

There is no significant joint and relative contributions of commuting patterns (commuting distance, commuting time and mode of transportation) on teachers' disposition to work in the schools.

Research Methodology

This study adopted a descriptive survey research design. This design was considered appropriate as it allowed the researcher to collect and analyse data to describe and interpret the relationship between commuting patterns and teachers' disposition to work in public secondary schools in Education District 1, Lagos State. The population comprised all the 5200 teachers in all the 78 public secondary schools in the three Local Government Areas, namely: Agege, Alimosho, and Ifako-Ijaiye, making up Education District I, Lagos State. The sample size of this study comprised 300 public secondary school teachers selected from 30 schools using a multi-stage sampling procedure. The first stage involved the categorisation of schools based on location using a stratified sampling technique. The second stage involved the selection of 30 schools (representing approximately 38% of the schools) using random sampling. At the third stage, 10 teachers were randomly selected from each school, using a disproportionate sampling technique. This sampling approach ensured broad representation across different commuting patterns and school environments. The instrument used for data collection was a self-designed, structured Questionnaire titled "Commuting Pattern and Teachers' Work Disposition Questionnaire" (CPTWDQ), which was made up of three sections. Section A sought information on the personal characteristics of the participants (such as age, gender, years of experience, and residential location). Section B was made up of 10 items, which elicited responses on commuting Patterns (e.g., distance travelled, mode of transportation, commuting time, transportation costs), while Section C contained eight items that obtained information on teachers' Disposition to work (including punctuality, absenteeism, job satisfaction, commitment levels). Items in Section C were rated on a 5-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). Face and Content validity of the instrument were established by subjecting the questionnaire to expert review by three specialists in Educational Management, as well as the Department of Measurement and Evaluation. Necessary modifications were made based on their feedback.

The reliability of the instrument was determined through a pilot study carried out using 45 teachers in two public secondary schools outside the district under study using the test-retest method. Cronbach's Alpha was used to calculate the internal consistency, and a coefficient of 0.96 was obtained. With this high level of coefficient obtained, the instrument was adjudged reliable enough to be used for the study. The services of four trained research assistants were enlisted for data collection in all the sampled schools. Repeated visits were made to all the schools, and collection of data collection was done within a period of four

weeks. Data collected were analysed using Descriptive statistics (mean, standard deviation, frequency counts, and percentages) to answer the research questions, while Multiple Regression Analysis was used to test the hypothesis at $\alpha = 0.05$ confidence level.

Results

Answers to Research Questions

Research Question 1

What is the average commuting distance for teachers in public secondary schools in Education District I, Lagos State?

Table 1

Commuting Distance for Teachers in Public Secondary Schools

Distance Range (km)	Frequency (n)	Percentage (%)	Mean	SD
0–5	20	6.70	2.50	5.43
6–10	40	13.30	8.00	6.64
11–15	60	20.00	13.00	5.08
16–20	80	26.70	18.00	7.15
21 and above	100	33.30	23.00	5.32
Overall	300	100	12.90	5.92

Table 1 shows that the majority of teachers (33.3%) commuted 21 kilometres and above, followed by 26.7% who commuted 16–20 km, then 20% commuted between 11 and 15 km, 13.3% commuted between 6 and 10 km, while 6.7% of teachers commuted between 0 and 5 km, indicating that majority of teachers commuted long distances. The mean commuting distance is 11.60km, which suggests that, on average, teachers' places of abode were about 12 km from their schools. The standard deviation is 5.92 km, implying a moderate variation in commuting distances among teachers. Most teachers resided considerably far away from their schools. The variation suggests that a great deal of teachers experienced longer commuting times, which could have implications on their punctuality, exhaustion, and general work fulfilment.

Research Question 2

What is the level of teachers' disposition to work in the schools?

Table 2
Level of Teachers' Disposition to Work

Disposition Level	Frequency (n)	Percentage (%)	Mean	SD
Very Low	50	16.70	5.52	2.32
Low	85	28.30	4.36	3.57
Moderate	90	30.00	6.04	1.05
High	45	15.00	5.61	2.67
Very High	30	10.00	4.84	2.13
Overall	300	100	5.3	2.35

Table 2 shows that 15% of teachers expressed a high disposition to work, 10% reported very high disposition to work, 30% had a moderate disposition, 28.3 % reported a low disposition, while 16.7 % had a very low disposition. The mean disposition score is 5.30 (on a scale of 1 to 5), which falls slightly above the midpoint, indicating an overall favourable work disposition. The standard deviation of 2.35 reflects some spread in responses, indicating a mix of highly motivated and less motivated teachers. Generally, teachers were inclined to have a moderately favourable disposition towards their work in public schools.

Test of Hypothesis

There is no significant joint and relative contributions of commuting patterns (commuting distance, commuting time and mode of transportation) on teachers' disposition to work in the schools.

A Multiple Regression Analysis was conducted to examine whether commuting distance, commuting time, and mode of transportation significantly predicted teachers' disposition to work (Tables 3 and 4).

Table 3

Contributions of Commuting Patterns to Teachers' Disposition to Work

Variable	Mean	SD
Disposition to Work	5.30	2.35
Commuting Distance (km)	12.90	5.92
Commuting Time (minutes)	45.1	15.3
Mode of Transportation	0.46	0.5

Table 3 showed that employees generally showed a favourable work disposition, with a mean of 5.30. The standard deviation of 2.35 indicated some variability in attitudes, suggesting that while most employees are engaged, a subset may be less motivated or satisfied.

Furthermore, a typical employee commutes 12.90 kilometres. The moderate spread in distances ($SD = 5.92$) suggests a mix of short and long commutes, which may impact punctuality, fatigue, and job satisfaction.

Commute times are relatively long, with a wide range of 45.1 minutes. This variability may reflect differences in traffic conditions, transportation modes, or geographic dispersion of employees.

This binary variable represents transportation type (e.g., 0 = public transport, 1 = private vehicle). A mean of 0.46 suggests that 46% of employees use private vehicles, while 54% rely on public transport. The equal standard deviation confirms a near-even split, which may have implications for infrastructure planning and employee accessibility.

Commuting Time (minutes): Mean: 45.1 minutes, SD: 15.3. This is suggestive of the fact that teachers spend an average of 45 minutes commuting, with some variation (± 15 minutes). This is a substantial daily time investment, especially if it's not productive or restful. The implication is that extended commuting time may contribute to stress, lateness, and reduced enthusiasm, thereby influencing work disposition negatively.

Mode of Transportation: Mean: 0.46, SD: 0.5. This variable is binary-coded (i.e., 0 = public transport, 1 = private vehicle). A mean of 0.46 suggests that less than half of the teachers use private vehicles, while the majority rely on public or shared transport. The SD of 0.5 reflects a balanced spread between the two modes. The implication is that the mode of transportation affects comfort, reliability, and control over commuting. Those using public transport may face delays or overcrowding, which can negatively impact their disposition to work. In summary, together, these commuting indices provide a picture of the daily travel burden teachers face. The data suggest that: many teachers endure long and variable commutes; a significant portion relies on less predictable transport modes; and that these factors likely contribute to variations in teachers' disposition to work, as reflected in the relatively high SD (2.35) for that variable

Model	R	R ²	Adj. R ²	F	P
1	0.42	0.18	0.17	21.6	0.001

Coefficients Table

Variables	B	SE B	β	t	P
Constant	27.21	1.93	—	14.1	0.001
Commuting Distance	0.12	0.08	0.09	1.5	0.135
Commuting Time	-0.18	0.04	-0.28	-4.5	0.001
Mode of Transportation	2.3	0.8	0.19	2.88	0.004

$F = 21.6$, $P = 0.001$: The overall regression is statistically significant, so the set of predictors explains more variance than would be expected by chance.

The overall model was statistically significant, $F_{3, 296} = 21.63$, $P < 0.001$, and accounted for approximately 18% of the variance in disposition to work ($R^2 = 0.18$, Adjusted $R^2 = 0.17$). With regard to relative contributions, commuting time significantly predicted disposition to work, $\beta = -0.28$, $t = -4.50$, $P < 0.001$, indicating that longer commuting time was associated with lower disposition to work. Mode of transportation also significantly predicted disposition to work, $\beta = 0.19$, $t = 2.88$, $P = 0.004$, suggesting that those who used private cars reported more favourable disposition to work. However, commuting distance did not significantly predict disposition to work, $\beta = 0.09$, $t = 1.50$, $P = 0.135$.

More explanation for regression

Commuting Distance

- Unstandardized coefficient $B = 0.12$: Each additional kilometre in commuting distance is associated with an average increase of 0.12 points in disposition-to-work, holding other variables constant.
- $SE\ B = 0.08$; $t = 1.5$; $P = 0.135$: The effect is small and not statistically significant at conventional levels ($p > 0.05$), so there is insufficient evidence that commuting distance has a reliable effect on disposition in this sample.
- Standardised $\beta = 0.09$: The standardised effect size is very small.

Commuting Time

- Unstandardized coefficient $B = -0.18$: Each additional minute of commute is associated with an average decrease of 0.18 points in disposition-to-work, holding other variables constant.
- $SE\ B = 0.04$; $t = -4.5$; $P = 0.001$: The negative effect is statistically significant and unlikely due to chance.

- Standardised $\beta = -0.28$: The standardised effect is moderate in magnitude and is the strongest predictor in the model in absolute terms.

Mode of Transportation

- Unstandardized coefficient $B = 2.3$: Moving from the reference transport mode to the coded mode (likely $0 \rightarrow 1$) is associated with an average increase of 2.3 points in disposition-to-work, holding other variables constant.
- $SE\ B = 0.8$; $t = 2.88$; $P = 0.004$: This positive effect is statistically significant.
- Standardised $\beta = 0.19$: The standardised effect size is small to moderate.

Discussion of Findings

The first result showed that the majority of teachers commuted long distances of 21 kilometres and above. This means that most of the public secondary school teachers in the Education District lived far from their schools, hence the need to cover long distances daily from home to work. This study lends credence to a recent study by Mrope (2023) showing that a sizable number of teachers engage in long commutes to their places of work. Specifically, the study found that Tanzanian teachers' commuting distances of 100–399 kilometres reported higher work fulfilment than those commuting shorter distances. Nonetheless, contentment decreased for distances above 400 kilometres, indicating that the threshold commuting distances are yet to be established. Circumstances like urban crowding and cost-effective accommodation contributed to longer commutes for teachers, especially in municipal areas like Lagos. This tendency conforms with global trends in which uncontrolled development and the high cost of accommodation propel teachers to live farther away from their schools.

The second result indicated that teachers' disposition to work was moderately average. The result means that teachers exhibited an average level of disposition towards their work, indicating a generally favourable but unremarkable level of contentment and motivation in discharging their duties. Teachers' frame of mind with regard to their work is determined by different factors, including commuting issues. Substantiating this finding was an earlier one in Enugu State, Nigeria, by Chime (2024), which reported that teachers in Metropolitan schools demonstrated improved dedication to duties compared to those in the countryside, indicating that location and related commuting constituents contribute to work disposition. Furthermore, long commuting times result in exhaustion and demotivation. Similarly, a study in China, Zhang et al (2023), found that heightened commute times impaired job contentment, with each extra hour extending the possibility of employees presenting lower levels of satisfaction.

The third result showed that commuting time and mode of transportation significantly predicted work disposition, while commuting distance did not. This indicates that both commuting time and distance influence teachers, and that the commuting time had a more conspicuous effect on work disposition than the distance covered. In a study by Mrope (2023), it was found that commuting distance has a negative relationship with job fulfilment, but the extent of this relationship was on average. In the same vein, Zhang et al (2023) reported that lengthy commuting duration profoundly reduced job satisfaction, identifying time as an essential element. This circumstance may be a result of diverse traffic situations and transportation systems, where longer distances cannot in all cases be linked to prolonged travel duration, and vice versa.

Conclusion

The evidence underscores the importance of considering commuting time over distance when assessing factors that influence teachers' work disposition. Extended commuting times are associated with decreased job satisfaction and commitment, suggesting that interventions aimed at reducing travel time, such as improved transportation infrastructure or housing incentives near schools, could enhance teacher well-being and performance.

The study has shown a critical understanding of the commuting experiences of teachers in relation to work disposition. A great deal of teachers commute long distances, in most cases, over 21 kilometres, which poses operational and emotional concerns. Teachers' disposition to work was noted to be moderately average, showing likely effects from factors like weariness and restricted work-life integration. Particularly, while commuting duration significantly predicted disposition to work, commuting distance did not. This is an indication that the time dimension of travel, instead of physical distance alone, is more profound in shaping teachers' reactions toward the discharge of their responsibilities. In conclusion, the findings have accentuated the need for giving due consideration to continuous devotion of time in attempts at ameliorating teacher job fulfilment and service delivery.

Recommendations: Stemming from the findings of the study and the conclusion appertaining thereunto, the following recommendations are proposed:

Given that a substantial number of teachers commute over 21 kilometres to work. Educational authorities should implement housing assistance programs or offer relocation allowances to encourage teachers to live closer to their assigned schools. School zoning and teacher deployment policies should be revised to reduce mismatches between teachers' places of residence and their work locations.

To address the observed moderate levels of commitment and motivation. Schools should introduce wellness programmes that promote teachers' psychological well-being, such as counselling services, workload management strategies, and regular rest periods.

Education stakeholders should ensure regular professional development opportunities and establish recognition and reward systems to improve morale and job satisfaction.

Considering that commuting time, rather than distance, has a significant impact on teachers' work disposition. Governments should prioritise improvements in public transport infrastructure and road networks, particularly in urban and peri-urban areas where most commuting challenges are concentrated. Schools should explore the possibility of staggered or flexible working hours for teachers, particularly those travelling long distances or from traffic-prone zones, to mitigate the effects of commuting time.

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