Open Access
Lavai-Int. J. Educ.
Vol. 21, No. 33: p.14-28 Dec 2025
https://doi.org/10.5564/lavai.v21i33.4193
ISSN 2410-4507, eISSN 2959-9334

L A V A I
International Journal of Education

Original article

Commuting patterns and teachers' disposition to work in public secondary schools in Lagos State, Nigeria

Akeem A. Adekunle[1], Jacob A. Adeyanju[1,*]

[1]*Department of Educational Management Faculty of Education University of Lagos Akoka-Yaba, Lagos state, Nigeria*

A R T I C L E I N F O

History:
Received: 3 June, 2025
Revised: 30 Sept, 2025
Accepted: 28 October, 2025

Keywords:
Commuting distance
Commuting time
Mode of transportation

A B S T R A C T

The problem of shuttling in densely sophisticated cities such as Lagos is of serious worry to various educational stakeholders. This is also due to the fact that commuting habits bring about the consequential effect on the professionalism as well as the accomplishment of tasks by teachers. As such, the current paper has engaged in analysing the commuting behaviour among teachers, as well as their attitude towards duty in public secondary schools in Lagos State, Nigeria. The study was meant to achieve three goals, answer two research questions, and test one hypothesis at 0.05 significance level. Utilising a descriptive survey research design, the research involved a total of 5,200 teachers who were sampled in all 78 secondary schools in the public sector. The empirical part of the study utilised a sample size of 300 teachers in 30 random schools. The data collection was performed through a self-administered, validated, reliable and structured questionnaire, titled Commuting Pattern and Teachers' Work Disposition Questionnaire (CPTWDQ) (r=0.96), which consisted of three parts. To answer the research questions, descriptive statistics were utilised, and multiple regression was used to test the hypothesis at the 0.05 level of confidence. The results found that most of the teachers travelled a distance of 21 kilometres or above; their attitude towards work was moderately average; commuting time and method of transport significantly influenced work disposition, whereas commuting distance did not have a significant influence. One of the recommendations called for governments to focus on the improvement of the public transportation systems and road network, especially in the urban and semi-urban areas where the challenge of commuting is most felt. Schools also ought to observe the introduction of flexible work schedules to teachers, particularly those with long commuting distances or to traffic-congested locations, thus eliminating the negative effect of commuting time.

1. INTRODUCTION

There is no doubt that the teacher is a crucial component for the improvement of the academic outcomes of learners. The level of effectiveness and efficiency of the education system may depend on the nature and the general attitude of the

Corresponding author. Email: jadeyanju@unilag.edu.ng
ORCID: https://orcid.org/0000-0003-1505-2068

teachers. In Nigeria, and more precisely in Lagos State, there are many obstacles that are present on a daily basis at the public secondary schools, affecting both the performance of the teachers and, consequently, the learning performance of the students. Among the most disregarded but highly relevant parameters that define the performance of teachers and their overall attitude to work is the number of miles teachers travel daily between their home and workplaces, the mode they use, the amount of time they spend, and the costs involved, which are summed up as commuting patterns.

Commuting distance refers to the distance in kilometres travelled by an employee on a regular basis to the place of work and his or her home. It summarises the distance that workers traverse between the place where they stay and the place where they work. Mrope (2023, p. 6) concludes that employees are likely to travel between their workstations and homes, and, generally, the ratio of commuting distance of employees in various countries and around the world is increasing. Having conducted a casual search of commuting distance in the different countries, it can be observed that it does not have a uniform distribution in different countries. In emerging countries, Emre and Elci (2015, p.46) observed that it is unevenly distributed, concluding that the distance to workplaces is definitely rising as a result of the continuous crowding of urban and town centres. In Lagos and Nigeria as a whole, a good number of people are forced to travel a distance of five to twenty kilometres daily. To be more exact, 75 per cent of the area inhabitants commute for purposes such as socials, jobs and commerce (Osoba, 2015, p. 46). Even though this empirical observation appeared about a decade ago, the current situation is not much different. Commuting distance has been found to mediate work behaviour, state of mind, the level of exhaustion, timing, and work satisfaction in all employees in different professions. These implications are more so in the school system. Mrope (2023, p. 6) argued that long-distance commuters can be found irregularly at the workplace, and therefore, almost one-fifth of such a workforce never comes to work as compared to short-distance commuters. Driving teachers to their schools over a long distance will most likely manifest tons of stress, absenteeism, lateness, and incongruent attitudes toward school-related academic tasks. Such problems might lead to burnout, eventually causing a negative effect on their interest, commitment and work ethic to learners and fellow teachers.

The commuting time spent to work and the locomotion used are important determinants of life, working performance, and life quality on a daily basis. This interdependence between the commuting patterns and the mode of transport can be explained by a range of factors, which are physical resources, urban planning, the accessibility of mass transportation systems and social class.

The prolonged commuting time is usually linked to the dissatisfactory results, including tension, lack of free time and poor well-being in general (Chatterjee et al., 2020). On the other hand, short trips, especially those energy-consuming like walking or biking, are associated with a greater ratio of physical activity or better emotional wellbeing (Martin et al., 2014, p. 298).

The available means of transportation greatly determine the commuting time. As an example, the time which people use in commercial transport or mass transit to go between two destinations is always longer than the time taken by those who operate personal transport vehicles, mostly because of delays involved in detours, transfers and waiting (Zhao et al., 2019, p.249).

Sound city planning, which encourages transit-oriented architecture combined with the investment in a properly designed mass-based transit infrastructure, is capable of considerably mitigating the average trip times and developing a long-term remedy of transportation (Cervero & Murakami, 2010, p. 410). The growth of cities requires determining and controlling the commuting processes, and transport modes are a part of the process of developing emission-free cities.

As the heart of business in Nigeria, Lagos State is not only generally recognised to have very high traffic jams, but also its mass-transit infrastructures are unreliable, and the commute to work takes long periods. These challenges are encountered by most of the teachers who work in the state-dependent public secondary schools, regardless of whether they live in the residential area within the state or neighbouring enclaves. Therefore, this exposure can suppress their desire to act professionally in the classroom, showing less engagement in extra activities at school, and indifference to other duties, an outpouring of their occupational attitude. However, the commuting patterns in the State are highly heterogeneous in nature, and they depend on the structure of the urban agglomeration, traffic jams, and varying types of transportation.

The teacher's disposition to work will include perceptions, feelings, and commitment to professional work, such as being punctual, enthusiastic about their work, willing to meet the pupils in the teaching-learning process and involve pupils in the school programmes and school events. In order to attain good learning results, a constructive disposition is required. Behaviour and performance at the workplace are dictated by individual tendencies, attitudes and values. This concept embraces inherent characteristics like attractiveness, accountability and flexibility, which are critical to outstanding professional behaviour. Adeniyi (2020, p. 1) defines disposition as a dominant feature, a state attitude, or a predisposition; he further explains it as the readiness and ability of teachers to demonstrate ethical conduct, care, politeness and repeated interaction with learners.

What the dispositions of teachers to work entails is the degree of their involvement in the discharge of their duties. Their colleagues and the school, in general, should not be over-evaluated. Favourable attitudes provide collaboration, sound decision-making, and determination even in difficult situations. On the other hand, negative attitudes may hinder the process of service delivery and undermine a positive working environment. In line with this, the work dispositions of teachers will have an important role in changing the school system and the overall job satisfaction.

It has been evidenced that there is a relationship between the commuting distance and the job performance of the teachers, which has been confirmed through empirical research. For example, Amponsah-Tawiah et al. (2016, p. 111) discovered that commuting to jobs over long distances decreased job satisfaction and increased burnout. This phenomenon is particularly worrying in the scholastic environment, given the implications for the well-being of teachers and the outcome of the learning of students. Ofoegbu (2018, p. 49) also said that teachers in Nigerian schools who work in urban regions travel two to four hours per day and this limit preparations and personal growth. Adewale and Bolarinwa (2020, p. 221) came up with an argument that the physiological and emotional stress that is a part of commuting triggers chronic absenteeism and demeans collaborative learning.

In an empirical endeavour on the effects of commuting to work and job satisfaction in teachers of South-West Nigeria, Ogunyemi (2021, p. 50) found that commuting distance, job fulfilment and punctuality were significantly negatively related. In particular, the burnout rates of those teachers whose commute was less than an hour were found to be twice less than those whose commute was more than an hour long. Afolabi and Babalola (2022, p. 118) have looked into transportation issues presented by teachers working in the municipal sector and discovered that long commuting significantly led to absenteeism and dwindled engagement through school undertaking. Their study noted that the problem was exacerbated by traffic congestion, which is a perennial characteristic of Lagos, and therefore made commuting distance a critical variable in the planning of education. Nkosi (2019, p. 80), in a study conducted in South Africa, observed that teachers who had to travel more miles recorded lower commitment and higher rates of absenteeism than those who lived close to schools.

The above highlights that commuting distance is a phenomenon experienced all over the world, and it affects the working disposition of the teachers, and the extent of its effects depends on certain contextual variables.

The current study is based on the Job Demand, Resources (JD-R) model by Bakker and Demerouti (2006). This model argues that stress and exhaustion follow high workloads and low resources at work. On the other hand, a rewarding job keeps the negative impacts of demands at a minimum. JD-R theory explains the role of the work environment in influencing the overall well-being and task performance. One of the major assumptions of the theory is that regardless of the area of vocation, whether it is education, industry, transportation, or finance, the identities of workers can be divided into job demands and job resources. Job demands are task factors that bring physiological and emotional overload, and job resources are those aspects that enable reaching the goals and minimising the demands and costs of them, as well as actualising self-development.

The Job Demand and Resources (JD-R) Model has a significant impact on the current investigation, to the extent that the multiple job demands, the long commutes, uneven transportation methods, stressful traffic congestion and high-cost transportation can have a disabling and discouraging influence on teachers. However, these needs are compensated for by the presence of relevant job resources, in particular, institutional support. In the case of teachers, long commuting hours can be considered a demand that has negative outcomes for their physical and psychological readiness to handle professional duties to high standards.

Statement of the Problem

The education standards that are provided in government secondary schools in Lagos, as they apply to other states in Nigeria, are largely dependent on the attitude and performance of the teachers. Nevertheless, another aspect that stakeholders are noticing with growing conspicuousness is the decreasing level of enthusiasm, punctuality, and general attitude of the teachers toward their jobs. Although there are numerous possible causes of this trend, it seems that the problem of commuting distance has not been researched in sufficient depth, especially in the context of the specifics of the logistics in Lagos State.

A good percentage of the teachers in the State have to walk a long way to school, with the probability of getting stuck in unreliable city transport services and traffic jams, resulting in physical and psychological exhaustion caused by long, arduous travel. Such situations do not just have consequences that should be considered under the sphere of punctuality; they impact the well-being of teachers, job satisfaction, and their willingness to be purposeful in their interaction with students and the school programmes. A tardy, fatigued and depressed teacher will hardly be able to offer instruction successfully, engage in other school programmes and show the necessary commitment to building a conducive school environment.

Moreover, despite the obvious consequences of long, tiring travels on the performance of the teachers, there is a lack of data-driven, empirical studies in Lagos State that thoroughly analyse the relationships between the commuting distance and the propensity of the teachers towards work. The current policies and interventions, which are more often meant to improve the learning outcomes, still overlook the issue of logistics, whereby the emphasis is more on school-related issues like the physical resources, capacity building and the issue of curriculum.

As a result of the above, there is an obvious need to explore the association between the commuting distance and the disposition of teachers to teach in Lagos State public secondary schools. It is against this background that the current study aims at establishing (i) the average commuting distance of teachers in the public secondary schools, (ii), the relative attitude of teachers to work in the public secondary schools, and (iii), the combined effects of commuting behaviors in terms of commuting distance, commuting time, and commuting mode of transportation, on the disposition of teachers to work in such schools.

2. MATERIALS AND METHOD

Research Questions:

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

Research Hypotheses:

H_0: 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.

Surveys:

The research design was a descriptive survey research design, which was adequate for gathering and analysing the data to outline and define the connection between commuting habits and the disposition of teachers to work in the Educational District 1 of Lagos State. The population was composed of the 5200 teachers working in the 78 local government public secondary schools, which are geographically located in Educational District I: Agege, Alimosho, and Ifako-Ijaiye. 300 teachers were sampled from 30 schools through a multi-stage sampling process. The first stratification criterion was the location of schools; then 30 schools among them, which form about 38 percent of the total, were randomly chosen. Lastly, disproportionate sampling method was used to select ten teachers in each of the selected schools. This strategy was used to

capture a full representation of the different commuting patterns and school settings.

The questionnaire used was a self-designed, structured questionnaire called the Commuting Pattern and Teachers Work Disposition Questionnaire (CPTWDQ), and this consisted of three sections. Section A collected personal demographic information (age, sex, years of experience, residential location). Section B included 10 questions that covered commuting habits like the number of miles travelled, mode of transport, commuting time and costs of transportation. Part C contained eight questions on the disposition to work, such as punctuality, absenteeism, job satisfaction and commitment levels, rated on a five-point Likert scale (1= Strongly Disagree to 5= Strongly Agree). Face and content validity were determined through the scrutiny of experts (three persons involved in Educational Management, Measurement and Evaluation), and revision to this was integrated.

The instrument reliability was tested in a pilot study, which was conducted with 45 teachers of two public secondary schools out of the study district using the test-retest method. The internal consistency coefficient measured using Cronbach's alpha was 0.96, which shows that the instrument can be used for the primary study. Data were collected with the help of four trained research assistants who were assigned to the sampled schools and visited the schools on multiple occasions throughout the four weeks. The data were measured based on descriptive statistics (means, standard deviations, frequency counts and percentages), answering the research questions and the analysis of the hypotheses was provided using multiple regression analysis with the significance level of 0.05.

3. 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 reveals that most teachers (33.3%) travelled 21 kilometres or more for their commute, with 26.7% covering 16–20 km. This suggests that a significant proportion of teachers commute long distances.

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*

The mean commuting distance is 12.90 km, indicating that the average place of abode of teachers was approximately 13 km from their schools. The mean distance is 5.92 km, which means that there is a moderate range of commuting distances among teachers. The majority of teachers lived quite far from their schools. The difference implies that many teachers had to spend more time commuting, and this may affect their time punctuality, fatigue, and overall job satisfaction.

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*

Mean: it measured the mean value of teachers' disposition to work.

As indicated in Table 2, 15 per cent of teachers indicated that they had a high disposition to work, 10 per cent indicated that they had a very high disposition to work, 30 per cent indicated a moderate disposition, and 16.7 per cent indicated a very low disposition. The average disposition score is 5.30 (out of 1 to 5), which is slightly above the middle of the scale, and it shows that the work disposition is generally favourable. The standard deviation of 2.35 shows that there is a certain distribution in the responses, meaning that there are highly motivated and less motivated teachers. As a rule, the attitude of teachers towards their work in state schools was rather moderate.

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 used to investigate the significant predictive value of commuting distance, commuting time and mode of transportation on 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 indicated that the employees were generally had a positive attitude towards working, with a mean score of 5.30. The variance of 2.35 indicated that there was some fluctuation in the attitudes, and therefore, although most of the employees were engaged, a segment of them was not satisfied and motivated.

Moreover, an average employee travels 12.90 kilometres. The intermediate range of distances (SD = 5.92) means that there are both long and short commutes that can affect the aspects of punctuality, fatigue, and job satisfaction.

The range of commute times is quite high, and the average time is 45.1 and the standard deviation is 15.3, with a standard deviation equal to 45.1. This significant variation can be attributed to either variation in the traffic conditions, transportation modes or the geographic distribution of the employees.

This is a binary type of variable, which means transportation (e.g., 0 = public transport, 1 = private vehicle). The average of 0.46 means that forty six percent of employees get to work by using their personal cars, and 54% use transportation infrastructure. The neutral standard deviation supports the fact that there was an almost equal distribution, and it can have implications for the organisation of infrastructure and accessibility to employees.

Commuting Time (minutes): SD: 15.3, Mean: 45.1 minutes. It implies that the average commuter time of teachers is approximately 45 minutes, although it can vary (between plus or minus 15 mins). This is a serious time commitment to be spent daily, especially when the time is not used productively or restfully. Therefore, long commuting time can be a cause of stress, lateness, and lack of interest, thus affecting the work disposition adversely.

Mode of Transportation: Mean: 0.46 SD: 0.5. This is a binary-coded variable (that is, 0 = private vehicle, 1 = public transport). The average of 0.46 means that not more than half of the teachers go by personal vehicles, and most of them use communal or public modes of transportation. SD =0.5 demonstrates a moderate scatterplot between the two modes. It has a product implication of comfort, reliability and command of commuting. Individuals who take

transportation will either have to contend with delays or congestion, and this will not help their mood towards work.

Overall, the commuting metrics all represent the amount of burden that teachers face daily due to commuting. The data imply that a large number of teachers have to endure lengthy and inconsistent commuting; a substantial number of them have to utilize less predictable means of transport; and these aspects are likely to introduce some fluctuations in the disposition to work of teachers, as indicated by the comparatively wide SD (2.35) of that variable.

Table 4. Contributions of Commuting Patterns to Teachers' Disposition to Work

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 entire model was statistically significant, having F(3,296) = 21.63, P = -0.001, and explained about 18% of variance in disposition to work (R 2 = 0.18, Adjusted R 2 = 0.17). In terms of relative contributions, commuting time importantly predicted disposition to work (20 -28 = -.28, t -4.50 = -.001) with longer commuting time being related to lower disposition to work. Mode of transportation also had a reliable predictive value on disposition to work (ß = 0.19, t = 2.88, P = 0.004), indicating positive predictive weightings of those using private cars to express favourable disposition to work. Commute distance was not a significant predictor of disposition to work (5 7 10) though (1.50 0.135).

Additional explanation of regression.

Commuting Distance

- Unstandardised coefficient B = 0.12: one more kilometre of commuting distance is related to an increase in the disposition-to-work by a mean of 0.12 points with other factors held constant.
- SE B= 0.08; t= 1.50; P= 0.135: This effect is not statistically significant at conventional levels (p over 0.05), hence there is a lack of evidence to show that commuting distance positively affects disposition within this sample.
- Standardised β =.09: The standardised effect size is insignificant.

Commuting Time

- Unstandardised coefficients: B = -0.18: Every one more minute of commute is linked to disposition-to-work getting reduced on average by 0.18, all other factors being unchanged.
- SE B = - 0.04: t = -4.5: P = 0.001: the negative effect is significant and not likely because of chance alone.
- Standardised 2 (13) = -0.28: The expected standardised effect is moderate in strength, and it is the highest predicting one in the model on an absolute scale.

Mode of Transportation

- The average change in disposition-to-work occurring when the reference transport mode is in (probably 0) is increased by 2.3 points on average when switching to the coded mode by retaining all other things constant.
- SE B = 0.8; t= 2.88; P= 0.004: This significant effect is statistically significant.
- Standardised 2 = 0.19: The effect size is moderate to small..

4. DISCUSSION

The initial finding indicated that most teachers were commuting long distances of 21 kilometres and above. This implies that a majority of the teachers in the Education District who worked in most of the public secondary schools also lived a long distance away, thus necessitating the need to travel long distances every day to work at school. The research presents a valid insight into a recent research by Mrope (2023, p.7), which indicates that a significant portion of teachers have to take a long commute to their workplaces. Namely, the research discovered that commuting distances of 100-399 kilometres by the Tanzanian teachers registered higher work fulfilment in comparison to commuting distances of less than 100 kilometres. However, the level of satisfaction was lower than 400 kilometres, which suggests that the maximum commuting distances have not been determined. Such factors as overpopulation in cities and affordable housing led to the increased number of commutes of teachers, particularly in municipal cities such as Lagos. The trend fits the global patterns where unregulated growth and high living standards are driving the teachers to commute to further locations that are much nearer to their schools.

The second finding revealed that the disposition to work among teachers was average in nature. The outcome implies that teachers had a moderate degree of disposition to their job, which implies a relatively positive but not impressive amount of satisfaction and motivation to fulfil their responsibilities. The frame of mind of teachers towards their work is dictated by various aspects, one of them being commute problems. This finding was supported by a previous result

in Enugu State, Nigeria, by Chime (2024, p.273), which established that teachers in the Metropolitan schools were more dedicated to their duties than workers in the countryside, which supports the fact that location and the related commuting elements are contributory in work disposition. Moreover, the high commuting time causes exhaustion and demotivation. On the same note, research conducted in China Zhang et al, 2023, p.8) discovered that the increased commute times worsened job satisfaction, and with each additional hour, the likelihood of employees having a diminished degree of satisfaction was high.

The third outcome revealed that the commuting time and mode of transportation were significant predictors of work disposition, whereas commuting distance was not. This shows that commuting time and distance are affecting teachers, and that commuting time had a conspicuous effect on work disposition as compared to distance covered. In a study by Mrope (2023, p.8), it was established that commuting distance is negatively related to job fulfilment, yet the strength of the relationship was of an average nature. Similarly, Zhang et al (2023, p.12) found that the long duration of commuting had a devastating negative impact on job satisfaction, which they explained was a fundamental factor of time. This fact can be explained by different traffic conditions and transportation infrastructure, when overcoming longer distances is not always possible, which can be associated with increased travel time and vice versa.

Conclusion: The findings highlight the significance of commuting time as opposed to commuting distance in evaluating variables that have an impact on the work disposition of teachers. Long commuting is related to lower levels of job satisfaction and commitment, indicating that any intervention that would lower the commuting time, whether by better transport systems or housing benefits around schools, can contribute to teacher well-being and performance.

The paper has demonstrated the critical appreciation of the commuting experience of teachers with reference to work disposition. Most teachers travel long distances, in most cases over 21 kilometres, which is an issue of concern in terms of their operations and emotions. The willingness to work among the teachers was observed to be average to moderate, with probable influence of variables such as fatigue and limited integration of work into life. Especially, the commuting distance was not an important predictor of disposition to work, whereas the commuting time was. This is a pointer that the time element of travel, rather than the physical distance, is deeper in determining the response of teachers to the release of their duties. Finally, the results have underscored the importance of paying proper attention to unremitting dedication of time in efforts to alleviate teacher job fulfilment and service delivery.

Recommendations: Based on the study findings and conclusion related to the same, the following recommendations are made:

Most of the teachers have to travel more than 21 kilometres to their duty, so it is important to take that into account. Educational authorities must introduce housing allowance schemes or provide relocation grants to teachers in order to make them stay nearer to their respective schools. The school zoning and teacher deployment policies must be changed to lessen the misalignments between the places of residence and the places of work of the teachers.

To correct the moderate levels of commitment and motivation. Health educational institutions ought to implement wellness programmes that support the psychological well-being of teachers, including counselling services, a strategy of workload management, and frequent rest. To enhance morale and job satisfaction, the education stakeholders must make sure that they have frequent professional development opportunities and provide recognition and reward systems.

Taking into account the fact that commuting time, instead of distance, can significantly affect the work disposition of teachers. The governments need to focus more on the enhancement of the transport networks and roads, especially in the urban and peri-urban regions where the majority of commuting problems are faced. The schools ought to consider the idea of staggered or flexible working hours for teachers, especially those who are travelling long distances or those who travel in traffic-prone areas, to counter the impacts of commuting time.

ACKNOWLEDGEMENTS

The authors wish to express their sincere appreciation to the Management of the University of Lagos, Nigeria, for providing an enabling academic environment for conducting research. We are also grateful to teachers in public secondary schools in Education District I of Lagos State, Nigeria, for dedicating their time to respond to the questionnaire. We equally thank the reviewers and editors of the LAVAI International Journal of Education for their scholarly contributions to enhancing the quality of the article. All members of our family who endured various challenges during the research period are sincerely appreciated.

CONFLICT OF INTEREST

The authors declare no conflicts of interest.

AUTHOR CONTRIBUTION

Akeem A. Adekunle conceptualised the idea, wrote the background and the statement of the problem. He also developed the instrument and guided its administration. **Jacob A. Adeyanju** wrote the materials and methods, analysed the data, and discussed the findings. He also responded to all queries from the reviewers.

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