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Private Cost of Journey to Work Place among Secondary School Teachers in Edo State, Nigeria

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Abstract. The study investigated the private cost of journey to work place among secondary school teachers in Edo State, Nigeria. Four research questions were raised and one hypothesis formulated that guided this study. The research questions were answered and the hypothesis tested at 0.05 level of significance. The study was a descriptive study that employed the ex-post-facto research design. The population of the study comprised all teachers in the one hundred and twenty-nine (129) public senior secondary schools in the seven (7) Local Government Areas of Edo South Senatorial District and three Local Government Areas representing 43% of the seven Local Government areas in the Senatorial District were randomly selected. Six schools were equally randomly selected representing 10% of the 60 schools in the Local Governments and all the 120 teachers comprised the sample for the study. A questionnaire titled Distance and cost of transportation of a teacher from home to workplace (DCTTHW) was validated and used to elicit data for the study. Percentage and ANOVA were used to analyze the data. The findings of the study revealed that teachers in the senatorial district commute less than 5Km to their workplace using car/bus/taxis as mode of transportation. They spend relatively less amount on transportation. There was a significant difference in their transportation cost along the variables of distance, location and gender. The study therefore recommends that the Ministry of Education should keep appointing/posting teachers within a short distance of their residence or schools close to their homes to reduce private cost.

Keywords: Private Cost, Journey to work place, Transportation Cost.

1. Introduction

Secondary education in Nigeria, is the education children acquire formally after primary education and before tertiary education. Education in Nigeria, is the responsibility of both the Federal, State, Local Governments and private individuals (FRN, 2014). In Nigeria, public secondary schools are the sole responsibility of the federal and state government as fees are not paid due to the introduction of the UBE programme. Though some secondary schools are owned and managed by private individuals. Secondary education is a transition between primary and tertiary institution. It requires a lot of inputs such as fiscal, materials and personnel resources. Fiscal resources deal with both cost of production and household cost which is also referred to as private cost.

Cost is a serious issue that cannot be undermined in education business for the system to be effective and efficient, else there will be serious consequences. Cost in education comprise social and private cost. Basically, private costs (direct and indirect costs) are a burden to the households as they are being funded continuously as long as the students remain in school, college or university (Ismail, Awang and Noor, 2016). Private costs according to Ajadi (2017) are household costs that are paid for by the students and or their parents to have access to quality education which include costs of books, transportation, feeding, clothing, photocopying etc. This was equally supported by the views of Igbineweka and Onukwu (2019) who saw private cost as cost that has to do with school fees, cost of books, medicare, accommodation, transportation and sundry social activities.

Studies in time past have shown that among components of private costs, transportation has the highest cost (Ozoemena, 2016 and Ismail et al., 2016). Teacher factor is very crucial in the delivery of functional secondary education particularly their regular attendance at school. Teachers often live far from their workplace, particularly in urban centers like Lagos, Abuja, Ibadan, Kano, Aba, Benin etc. where housing near schools is expensive or unavailable. This situation may increase transport costs, a significant

private financial burden. Many teachers rely on public transportation, which may fluctuate in cost due to inflation and infrastructural deficit. There is increasing commuting distance in Germany (Federal Statistical Office of Germany, 2013). The Department of transport (2013) in UK, stated that the average commuting distance increased to 14.5Km, while in Turkey, teachers commute up to 240 km (Önen & Doganer, 2021). Emre & Elci (2015) asserted that in developing countries, commuting distances to work is seemingly increasing as cities and towns are becoming more congested. Commuting distance by teachers in Tanzania ranges between 3Km to 13Km across regions (Shonje, 2016 & URT, 2019). Daily commuting, across long distances and congested traffic situations may increase fuel or fare expenses. Nwakanma (2023) posited that institutions should include transport allowances or housing schemes as part of compensation packages to alleviate the private costs borne by teachers and other workers.

Omotayo, Ojo and Aliyu (2024) in their study on Salaries and Teachers Mobility among Private Schools in Nigeria emphasize that many secondary teachers bear substantial personal expenses which include transportation cost which is tied to their employment. Olujuwon et al. (2021) and Gbarage (2022) asserted that transportation cost is a component of the overall job cost. High private commuting costs reduce disposable income, affect punctuality, increase fatigue, and sometimes lead to possible absenteeism.

Studies on private cost borne in education have been carried out by different people amongst which are the works of Ajadi (2017) in his study on private cost of university education and academic performance of undergraduates in selected universities in South-western Nigeria discovered among others that transportation cost has a negative influence on their performance. Mrope (2023) carried out a study on Commuting Distance and Job Satisfaction among Teachers in Tanzania and found that teachers who commute short distance from home to workplaces are more satisfied with their jobs than those who commute long distance from home to workplaces. Ozoemena (2016) in her findings on the study on determinants of private costs of non-formal vocational training programmes of National Directorate of Employment in South-East Geo-political zone of Nigeria affirmed that transportation consumed the greatest amount of the financial resources of the trainees followed by the cost of midday meals etc.

Distance is a factor that can influence transportation which is one of the components of occupational private costs. Distance and mode of transportation in most cases determines the cost of transportation (Morpe, 2023; Mutegi, 2017). This has made many countries and states to establish schools not too far from students and also employ teachers considering proximity to their work place. The guideline on the acceptable distance a teacher must commute from home to school varies among regions, countries and states. Some recommended distance for teachers is 5-10 kilometers/3-6 miles (World Bank, 2012); 1-2 hours per day, which translates to a distance of around 3-5km (Smith, 2020). These guidelines may equally vary in terms of availability of public transportation, roads, and other infrastructure; proximity to residential areas, town centers, or other amenities and individual teachers' preferences and circumstances, such as family obligations or mobility issues

In Nigeria, the acceptable distance for a teacher's journey from home to school is based on the location, transportation, and other factors. However, the Federal Ministry of Education (2019) recommends that teachers' commuting distance should not exceed 5-10 kilometers/3-6 miles in urban areas and 10-20 kilometers/6-12 miles in rural areas depending on the availability of transportation. Nevertheless, Adeyemi (2011) suggested a reasonable commuting distance for teachers to be around 5-10 kilometers (3-6 miles) in urban areas and 10-15 kilometers (6-9 miles) in rural areas which may vary due to some factors such as transportation, road conditions, and personal circumstances. Edo State though has no approved acceptable distance for a teacher's journey from home to school as the specific distances may differ, but it's essential to consider the general guidelines and local factors to determine a reasonable commuting distance for teachers. The acceptable distance for a teacher's journey from home to school in Edo State isn't explicitly stated in the available information. However, we can consider general guidelines for teacher commuting distances.

In spite of the numerous studies on the influence of private cost in secondary education, no work has been done on private cost of the journey to work place among secondary school teachers. Where teachers' stay far away from their workplaces and use greater part of their income on transportation to school, they may not be motivated in carrying out their duties. This may in turn affect students' performances. Also, female teachers that stay far away from school may have tendencies of spending more money on transportation or be absent from school as they are more likely to spent time on household chores before leaving for work.

1.1 Statement of Problem

Inadequate transport facilities have remained a persistent problem in most part of Nigeria. In Edo State of Nigeria, relatively poor and expensive transportation facilities continue to adversely affect the flow of human activities and workplace journeys. In most rural areas, a large segment of teachers and students trek long distances to school which are far apart. Since the turn of the 21st century, the tempo that politically motivated secondary school expansion had become like the morning cloud amidst both rural and urban areas' expansion.

Fuel subsidy was said to have been removed by the present government in Nigeria at inception. This has accounted for the rise in cost of virtually everything including transportation cost. In response to the situation, workers have to resort to "alternate work days" attendance except teachers who daily go to work. What is however not known, is the private cost of journey to workplace among secondary school teachers in Edo State, Nigeria.

This study will be significant in revealing empirically at least information on the distance secondary school teachers daily travel from home to school and the cost of such journeys. This will guide transportation subsidy initiatives for teachers to enhance workplace attendance and productivity.

1.2 Research Questions

Four research questions raised, three answered with question four hypothesized, guided the study.

- What distance do secondary school teachers' cover daily in Edo State from home to their workplaces?
- What mode of transport do secondary school teachers patronize in their daily journey to and from their workplaces?
- What is the daily expenditure by secondary school teachers in Edo State on transportation from their homes to their workplaces?
- Does transportation cost of secondary school teachers from their homes to their work places differ according to distance, location and gender?

1.3 Hypothesis

There will be no significant difference in the transportation cost of secondary school teachers to work along the variables of gender, distance and location.

2. Research Methodology

The study was a descriptive survey employed the *ex-post-facto* research design. The population of the study comprised all teachers in the one hundred and twenty-nine (129) public senior secondary schools in the seven (7) Local Government Areas of Edo South Senatorial District. It is one of the three and the largest Senatorial Districts in the state due. Three Local Government Areas representing 43% of the seven Local Government areas in the Senatorial District were randomly selected. Six schools were equally randomly selected representing 10% of the 60 schools in the Local Governments and all the 120 teachers comprised the sample for the study.

A questionnaire titled Distance and cost of transportation of a teacher from home to workplace (DCTTHW) was used to elicit data for the study. The instrument was divided into two sections- section A elicited biographical information on gender and location while section B addressed issues on distance and cost. The instrument was validated by experts in the Department of Educational Management, University of Benin, Nigeria. The reliability of the instrument was not done because of its proforma nature. Percentage and ANOVA statistics was used to analyze the data.

3. Results

Research Question One: What distance do secondary school teachers' cover daily in Edo State from home to their work places?

Table 1: Secondary School Teachers' Distance from Home to School in Edo South Senatorial District

Distance	Frequency	Percentage	Valid Percentage
Less than 5km	70	76.1	76.1
6 – 10km	22	23.9	23.9
Total	92	100.0	100.0

Table 1 is a display of the distance teachers commute from home to school. Seventy (70) representing 76.1% out of the ninety-two teachers studied in the senatorial district journey less than 5km from their homes to (workplace) school. Twenty-two (22) representing 23.9% use between 6 – 10km. That is to say a large proportion of teachers in Edo South Senatorial District journey less than 5km from their homes to their workplaces.

Research Question Two: What mode of transport do secondary school teachers patronize in their daily journey to and from their work places?

Table 2: Secondary School Teachers' Mode of Transportation from Home to School in Edo South Senatorial District

Mode of Transportation	Frequency	Percentage	Valid Percentage
On foot	9	9.8	9.8
Private car	21	22.8	22.8
Public car/bus/taxi	61	66.3	66.3
Commercial bike/tricycle	1	1.1	1.1
Total	92	100.0	100.0

On mode of transportation, the data on Table 2 showed that nine (9) teachers representing 9.8% journey to school on foot, twenty-one (21) representing 22.8% use private cars, sixty-one (61) representing 66.3% by public car/bus/taxi and one (1) representing 1.1% by commercial bike/tricycle. This meant that most secondary school teachers in Edo South Senatorial District make use of public car/bus/taxi as the dominant mode of transportation to their workplaces.

Research Question Three: What is the daily expenditure secondary school teachers in Edo State spend on transportation from their homes to their work places?

Table 3: Daily Expenditure Spent on Transportation by Secondary School Teachers' from Home to School in Edo South Senatorial District.

Cost of Transportation (₦)	Frequency	Percentage	Valid Percentage
0	9	9.8	9.8
Less than 1500	42	45.7	45.7
1800 – 3000	27	29.3	29.3
3300 – 4500	4	4.3	4.3
4650 – 6000	10	10.9	10.9
Total	92	100.0	100.0

The information on Table 3 revealed the daily money expended (cost) on transportation by secondary school teachers from their homes to their workplaces in Edo South Senatorial District. While nine teachers (9.8%) spent zero naira (₦0), fifty-one teachers (45.7%) spend less than one thousand, five hundred naira (₦1500) daily, twenty-seven teachers (29.3%) spend between one thousand, eight hundred to three thousand naira (₦1800 - 3000) daily, four teachers (4.3%) spent between three thousand, three hundred to four thousand, five hundred naira (₦3300 - ₦4500) daily and 10 teachers (10.9%) spend between four thousand, six hundred to six thousand naira (₦4600 - ₦6000) daily on transportation. Empirically, 90.2% of the secondary school teachers in Edo South Senatorial District spend nothing less than one thousand, five hundred naira (₦1500) on transportation daily to their workplaces.

Testing of Hypothesis

Hypothesis One: There will be no significant difference in the transportation cost of secondary school teachers from their homes to their work places along the variables of distance, location and gender

Table 4: ANOVA of Transportation Cost by Secondary School Teachers' from Home to School along the Variables of Distance, Location and Gender in Edo South Senatorial District

		Sum of Squares	Df	Mean Square	F	Sig	Decision
Distance from home to work	Between Groups	.1508	3	.502	1.383	.045	Significant
	Within Groups	15.986	89	.364			
	Total	16.739	92				
Location	Between Groups	.1280	3	.426	1.419	.049	Significant
	Within Groups	13.219	89	.300			
	Total	13.859	92				

Gender	Between Groups	2.016	3	.672	1.768	.040	Significant
	Within Groups	16.731	89	.380			
	Total	17.739	92				

Data in Table 5 showed the difference in the transportation cost of teachers from their homes to their work places along the variables of distance, location and gender in Edo South Senatorial District. The one-way ANOVA for difference in distance showed F- value of 1.383 and P-value of .045; that of location showed F-value of 1.419 and a P-value of .040 and that of gender showed F-value of 1.768 and a P-value of .040 which are less than 0.05, hence Ho is not retained. Therefore, there is a significant difference in the transportation cost of secondary school teachers from their homes to their work places along the variables of distance, location and gender in that order.

4. Discussion of Findings

Findings from research question one showed that a large proportion of teachers in Edo State, Nigeria commute less than 5Km from their home to their work place. This suggests that teachers in the study area are largely posted to schools within or close to their residential locations which is likely to minimize commuting cost and associated stress. This is in line with the recommendations of the Federal Ministry of Education (2019) that teachers in urban areas should not commute more than 5–10km, and those in rural areas 10–15km, depending on the available modes of transport. Mutegi (2017) in Kenya, also found that proximity to schools significantly reduced transportation costs and improved teachers' school attendance. The short commuting distance by the teachers studied also reflects best practices observed in other countries as supported by Morpe (2023) in Tanzania. He found out that teachers who commute short distances (3–10 km) reported higher job satisfaction and less fatigue compared to those with longer commuting distances. Same with Adeyemi (2011) in Ondo State, Nigeria, who discovered that teachers' satisfaction decreases when the distance to work is long, buttressing that nearness is crucial to teacher effectiveness. The cost of journey to workplace by teachers if not friendly and affordable could trigger unpleasant and unprofitable issues like absenteeism, poor job commitment and productivity.

The second findings on the mode of transportation revealed that a sizeable percentage of teachers commute to school via car/bus/taxi, which meant that public transportation remains the dominant, most accessible and relatively affordable mode of commuting. The finding corroborates that of Emre & Elci (2015) who claimed that in developing countries, rapid urbanization and congestion have made public transportation the most common commuting method, though often unreliable. It is also consistent with Ozoemena (2016) who found that transportation costs constitute the largest component of private education expenses, particularly for households and trainee's dependent on public transport. Shonje (2016) also reported that Tanzanian teachers largely depend on buses and minibuses due to affordability, even though these modes expose them to delays and long commuting times. Due to the poor altitude in Nigeria toward public facilities such as transportation, the use of public buses tends to be ineffective. Consequently, delays, breakdowns and outright disappointments do occur. Most of the public transport facilities are very old and poorly maintained.

It was showed that 55.4% of secondary school teachers in the region spend less than one thousand, five hundred naira daily on transportation. This could be because the teachers commute relatively short distance from their homes to workplaces. The deliberate posting policies to ensure and encourage teachers to reside close to their schools, a short journey distances from home to workplace keeps transport costs relatively low. This is supported by Ismail, Awang & Noor (2016), who noted that transportation is often one of the highest private costs in education. Proximity to the workplace reduces cost burden significantly. While ₦1500 may seem small, it can cumulatively represent a significant proportion of teachers' monthly income, given the low salary structure in Nigeria with ₦70,000 as minimum wage. Nwakanma (2023) asserted that the absence of transport allowances or housing support further deepens this burden, reducing teachers' disposable income. The fuel prices rise as a result of subsidy removal and corresponding public transport fares increase accounted for teachers' journey costs to their workplaces.

The fourth findings revealed a significant difference in transportation cost of teachers from their homes to workplace along the variables of distance, location and gender in that order. This implies that, within the study area, teachers' transport costs differ according to these variables. This may be attributed to the varying distances most teachers travel and the widespread

reliance on public transportation. The findings align with Ajadi (2017) who noted that household costs such as transportation often exert different financial pressures across demographic groups, especially where schools are not evenly distributed within communities. However, the slight gender differences contrasts with studies of Önen & Doganer (2021) who found that female teachers in Turkey were more adversely affected by long commuting distances due to household responsibilities. Likewise, Knight & Sabot (1990) argued that women in poor households may face greater access barriers when schools are located far away. However, in Edo South, the preferential posting of female teachers close to their residences may have mitigated such gender disparities as married female teachers need not to commute longer distance to school on a daily basis.

5. Conclusion and Policy Options

Transportation cost is a vital aspect of private cost borne by workers generally. It is mostly influenced by distance to and location of workplaces. This study investigated the cost of journey to work place among secondary school teachers in Edo South Senatorial District. The conclusion is that secondary school teachers in the Senatorial District commute not too long distances, spend relatively varying and friendly cost on transportation, and experience significant cost differences with respect to distance, location and gender.

The findings have several implications for school locational planning and teacher welfare policies for the Edo State Ministry of Education.

Policy alignment with global best practices of posting teachers with fairness within a short distance from their residence will reduce private costs, improve punctuality, and minimize fatigue.

While teachers should be encouraged to seek for accommodations close to their workplaces, every teacher should experience both rural and urban posting for equity's sake.

There is need to support teachers to reduce transportation cost as inflationary pressures and poor transport infrastructure could increase their financial burden by providing transport allowances or housing schemes to strengthen teachers' welfare.

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