

SOCIO-ECONOMIC AND SPATIAL REALITIES OF EDUCATORS' WELFARE IN THE REALISATION OF SDG 4 IN OSOGBO METROPOLIS, NIGERIA

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Abstract

This study examines the critical nexus between urban socio-economic and residential conditions of teachers in Osogbo Metropolis, Nigeria, within the framework of Sustainable Development Goal 4 (SDG 4) on quality education. The study examines the socio-economic characteristics, assesses housing and living conditions of teachers across different school categories, analyses the differences in socio-economic variables, and evaluates the relationship between teachers' socio-economic conditions and their work-related outcomes. Employing a mixed-method design, data were collected from 87 teachers across 475 schools, comprising public and private, primary and secondary schools. The findings reveal a deeply feminised teaching workforce (65.5% female), yet disproportionately marginalised in housing, income, and welfare support. Alarming, 55.2% of teachers earn below the national minimum wage of ₦30,000, while over 56.3% reside in overcrowded shared apartments. Only 19.5% own homes, and 25.3% are squatting, conditions that erode professional dignity and undermine teaching quality. Private school teachers, who constitute over 58% of respondents, suffer the most: 80.4% earn less than ₦30,000, and none possess more than 19 years of teaching experience. Notably, 66.7% of the total sample has less than a decade of classroom experience, posing a severe threat to pedagogical continuity and mentorship. These spatial and socio-economic inequities are statistically significant ($p < 0.05$) (including residential occupancy status, teachers' educational background, income of teachers, marital status, and teachers' years of experience in teaching), and they reflect systemic policy disjunctions between urban planning and education sectors. The findings underscore the urgent need for spatially just teacher housing, integrated land-use planning, and income parity across school types. Without coordinated reforms to stabilise and humanise the educational workforce, Nigeria risks derailing SDG 4 targets, particularly in urban peripheries where vulnerability is most acute. Teachers cannot deliver inclusive and equitable education when they are trapped in cycles of spatial and economic exclusion.

Keywords
Teacher Socio-economics, and residential conditions, Educational Equity, Sustainable Development Goal 4 (SDG 4), Housing and Teacher Performance, and Public-Private School Disparities

1. INTRODUCTION

The interconnection between urban planning and social service delivery, particularly education, has been increasingly emphasised in recent academic discourse, with scholars acknowledging that socio-economic and residential conditions and spatial realities directly impact access to resources, housing, mobility, and institutional performance [1; 2]. As cities grow, the spatial organisation of people and services plays a critical role in shaping the socio-economic outcomes of individuals and institutions, including the education sector [3]. In this regard, town planning cannot be separated from the socio-economic profile of residents, especially teachers, who are central to the realisation of national and global education targets [4].

Urban planning determines the physical location of schools, the availability of teacher-friendly housing, the integration of transport systems, and the provision of basic amenities in residential zones, all of which influence teacher retention and performance [5]. Teachers who reside in poorly planned or underserved neighbourhoods are more likely to face challenges such as long commuting distances, housing insecurity, and limited access to utilities, which can negatively affect their morale, productivity, and instructional effectiveness [6]. The condition under which teachers live is not just a matter of personal welfare but a

significant factor influencing their ability to deliver quality education in line with Sustainable Development Goal 4 (SDG 4) [7].

SDG 4 aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," and its realisation hinges on the adequacy and well-being of teachers as facilitators of knowledge [8;9]. Studies have shown that improving the socio-economic status of teachers, particularly their accommodation, income stability, and working environment, has a direct impact on learning outcomes and student achievement [10; 11]. In urban areas like Osogbo metropolis, where planning challenges intersect with economic disparities, understanding the socio-spatial dynamics of teachers' lives becomes crucial for educational policy formulation and planning [12].

Recent evidence from Nigeria suggests that there is a widening disparity between the working and living conditions of teachers [13]. These issues are deeply rooted in broader urban development patterns and require a multidisciplinary response that bridges education, housing, labour, and spatial policy [14].

Thus, the socio-economic variables, including gender, age, religious affiliation, income levels, household size, residential status, years of experience, and access to adequate housing, are intricately linked to their spatial environment, a domain managed by town planners and urban administrators [15; 16]. Addressing these interdependencies is essential for building resilient, inclusive, and effective education systems capable of achieving the targets set out under SDG 4.

Despite the prioritisation of educational access and quality within national and international development agendas, there remains a significant knowledge gap regarding how socio-economic and residential conditions and socio-economic factors shape the working and living conditions of teachers [7; 17]. While numerous studies have addressed curriculum development, student performance, and infrastructure in schools, few have examined the lived realities of teachers, particularly their housing conditions, income disparities, household dynamics, and tenure within their teaching profession [18; 19]. Such disparities undermine the principle of equitable education embedded in SDG 4.1 and 4.c, which emphasise equal access to qualified teachers for all learners, regardless of geography or school ownership [8].

Another critical but overlooked issue is the lack of integrated planning between ministries of education and those responsible for urban development, which leads to misaligned priorities and poor resource allocation for teachers' welfare [20]. Without coordinated policies that ensure spatial equity, such as proximity of affordable housing to schools, integrated transit systems, and inclusive land-use zoning, the educational workforce remains vulnerable to burnout, dissatisfaction, and attrition, especially in urban peripheries [21].

Given these systemic challenges, there is an urgent need for empirical research that explores the socio-economic and spatial realities of teachers in urban settings like Osogbo. Such research will help inform policy frameworks that address not only educational standards but also the planning and governance structures that influence teachers' daily lives. This study, therefore, seeks to investigate the socio-economic characteristics of teachers in relation to their living conditions, and how these variables affect their performance, retention, and the broader quest for quality education as outlined in Sustainable Development Goal 4. The objective of the study includes examining the socio-economic characteristics of teachers in public and private schools in Osogbo metropolis; assessing the housing and living conditions of teachers across different school categories; analysing the differences in socio-economic variables (e.g., income, household size, residential status) between teachers in public and private schools; and evaluating the relationship between teachers' socio-economic conditions and their work-related outcomes (e.g., satisfaction, retention).

Urban and regional planning has long been recognised as a fundamental determinant of how efficiently and equitably educational services are delivered within cities, which inform spatial realities of uneven and unjust distribution of resources that make a liveable environment. The planning discipline shapes the spatial structure of urban centres, influencing where schools are sited, how accessible they are to teachers and students, and what support services are available in their surrounding environments [5; 1]. In particular, town planning interacts with socio-economic realities by either mitigating or exacerbating the inequalities that define people's lived experiences. According to [15], poorly planned cities typically produce poorly performing educational systems due to challenges associated with commuting, housing, and infrastructure deficits. Teachers, being key education stakeholders, are particularly vulnerable to these urban planning failures as they often must navigate inadequate housing, unreliable transport, and spatial exclusion.

Recent studies emphasise that where teachers live, the quality of housing they have access to, and their daily commuting experiences can significantly affect their productivity and job satisfaction [18; 22]. These spatial realities have direct implications for Sustainable Development Goal 4 (SDG 4), which targets inclusive and equitable quality education and lifelong learning for all [7]. If spatial and housing inequities are not addressed in planning frameworks, the quality of teaching and learning outcomes is likely to be compromised.

The socio-economic profile of teachers, including income levels, marital status, years of teaching experience, and household size, plays a crucial role in determining educational outcomes [6; 10]. Studies have shown that

when teachers are underpaid, live in substandard housing, or are overburdened by large household responsibilities, their ability to deliver quality instruction diminishes [23; 11].

In Nigeria, the wage gap between teachers in public and private institutions remains a persistent problem. Public school teachers generally enjoy more secure employment and better salaries, while private school teachers often face exploitation and poor working conditions [13; 24]. This discrepancy has a dual impact: it contributes to the concentration of more qualified and experienced teachers in public schools, and it undermines efforts to achieve equity in educational quality across different school types [25].

The lack of adequate income has also been linked to secondary employment, where teachers are compelled to take on multiple jobs, thereby reducing the time and energy they can devote to teaching [12]. Moreover, inadequate housing exacerbates stress levels and limits teachers' ability to prepare for classes effectively. [17] argue that access to quality accommodation is one of the most overlooked determinants of teacher effectiveness in sub-Saharan Africa.

Efforts to attain SDG 4 are deeply tied to the spatial and socio-economic environments within which teachers operate. UNESCO (2021) emphasises the importance of teacher quality and support systems as a central component of educational development. However, most policy dialogues fail to integrate urban planning into educational strategies. This oversight has led to the under-provision of teacher housing, a lack of integrated transport for school staff, and uneven school siting patterns that ignore residential zones [2; 14].

According to [3], sustainable urban planning must align with the education sector's needs to ensure spatial equity. This means that teachers should not be forced to live far from their places of work or in overcrowded and underserved settlements. [20] argue that the integration of housing policies with education delivery can promote teacher retention and motivation, two essential elements for sustaining quality education systems.

Furthermore, [26] found that teachers who have stable accommodation are more likely to stay in the profession, exhibit higher job satisfaction, and perform better in classroom settings. Thus, teacher welfare, socio-economic and residential conditions, and SDG 4 are inseparable. Without adequate support in housing, transportation, and income security, the goal of inclusive and equitable education remains elusive.

One of the critical barriers to improving educational delivery in Nigeria is the fragmentation between policy sectors. Ministries of Education, Housing, Transport, and Urban Planning often work in silos, thereby creating gaps in service integration that are detrimental to teachers [22; 21]. For example, schools are often built without consideration for the housing needs of their staff, resulting in long commutes and reduced work-life balance for teachers.

Moreover, many private schools do not have policies to support teacher welfare in terms of accommodation or transport subsidies [18]. This has led to high turnover rates among private school teachers and growing inequality in educational service delivery. [6] stress that educational reforms must adopt a whole-system approach, factoring in cross-sectoral planning and implementation.

Hence, there is an urgent need for empirical research that integrates socio-economic and residential conditions, teacher welfare, and educational quality within the Nigerian context. Such research would not only support evidence-based policymaking but also contribute to a more grounded implementation of SDG 4 at the subnational level.

2. MATERIALS AND METHOD

2.1. Study Area

The study was conducted in the Osogbo metropolis, the capital of Osun State, Nigeria. Osogbo is a rapidly urbanising city characterised by uneven development, infrastructure disparities, and challenges in educational service delivery [20].

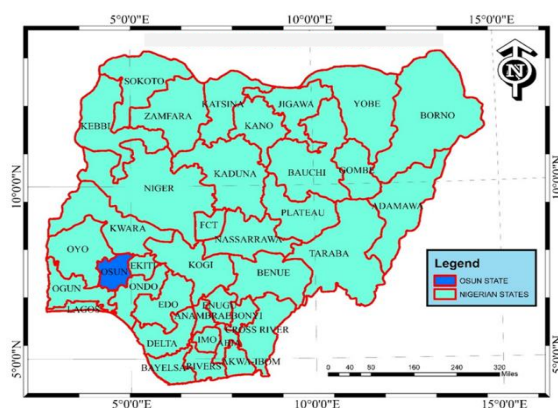


Figure 1: Osun State within the Context of Nigeria. (Olayode et al., 2024)

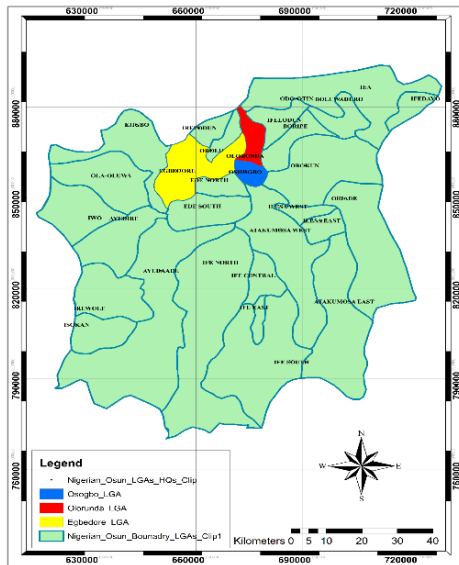


Figure 2: Osogbo metropolis within the Context of Osun State (Olayode et al., 2024)

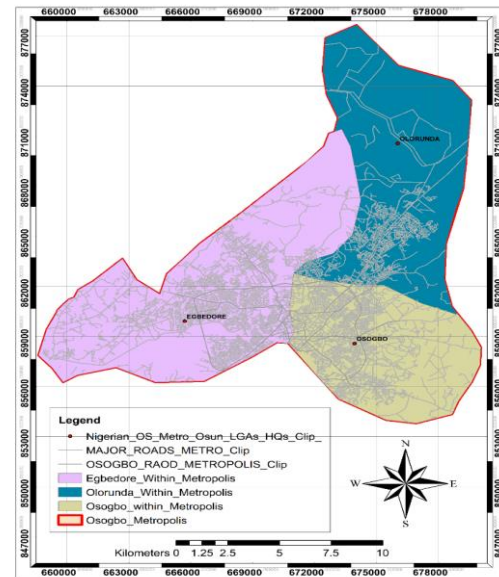


Figure 3: Osogbo Metropolis Map (Olayode et al., 2024)

The choice of Osogbo is strategic, given its significance as an administrative and educational centre in Osun State. Osogbo metropolis is one of the conurbated cities in Nigeria and the State Capital of Osun State. Osogbo Metropolis is located in South-Western Nigeria and lies between Latitude 7°77' and 7°48' north of the Equator and between Longitude 4°33' and 4°35' east of the Greenwich Meridian, covering a total land area of 9,251km², while Osogbo Metropolis is about 144km² comprising Osogbo LGA (47km²), Olorunda LGA (97km²), and a substantial part of Egbedore Local Government Area (LGA).

2.2. Methods

This study employed both primary and secondary sources of data. Primary data were obtained directly from teachers in the selected schools within the study area. Secondary data included records of schools and staff numbers in Osun State, which were sourced from the State Ministry of Education. Additional secondary information was gathered from relevant publications on educational planning, socio-economic, and spatial economic realities of teachers.

Primary data were collected through structured questionnaires. The collected data comprises teachers' demographic characteristics, gender, age, religious affiliation, housing conditions, occupational status, household size, commuting experiences, income levels, and perceived teaching effectiveness.

2.2.1. Population, sampling and data collection

The target population for this study comprises teachers in both public and private primary and secondary schools within the Osogbo metropolis. Data obtained from the Osun State Ministry of Education provided the sampling frame for the study. It has been established that when a sample is randomly selected from a population, the outcome is likely to reflect the true characteristics of the study area [27; 28; 29].

A multistage sampling technique was adopted. The first stage involved stratifying schools into primary and secondary categories, which were further classified into public and private institutions (see Table 1). The second stage involved the random selection of schools from each stratum using a balloting method without replacement, whereby one out of every seven schools (approximately 15%) was selected. This sampling proportion is higher than those adopted in similar studies, for instance, [30; 31; 32; 33]

The study area comprises fifty-one (51) public primary schools, three hundred and five (305) private primary schools, twenty-eight (28) public secondary schools, and ninety-one (91) private secondary schools, making a total of four hundred and seventy-five (475) schools. Based on the sampling procedure, eight (8) public primary schools, forty-six (46) private primary schools, five (5) public secondary schools, and fourteen (14) private secondary schools were selected, resulting in a total of 73 schools.

In the final stage, teachers were randomly selected from the sampled schools at a rate of 5% of the total teacher population. This resulted in a sample size of 87 teachers, comprising 10 from public primary schools, 51 from private primary schools, 10 from public secondary schools, and 16 from private secondary schools. This ensured adequate representation across school categories and socio-demographic groups.

The data collected focused on key socio-economic variables, including gender, age, income level, household size, residential status, years of teaching experience, and housing conditions. These variables were selected based on their relevance to teachers' welfare and living conditions.

For data analysis, descriptive statistics such as cross-tabulation were used to summarise and compare the distribution of socio-economic variables across school categories (public and private). In addition, the Chi-square (χ^2) test was employed as an inferential statistical technique to examine the existence of significant relationships between categorical variables. Specifically, the Chi-square test was used to determine whether significant differences exist between school category and selected socio-economic variables such as income level, residential status, and housing condition.

The choice of the Chi-square test is justified by the categorical nature of the variables analysed and its suitability for testing associations and differences between independent groups. The level of significance was set at 0.05.

Table 1: Selections of Schools for Sample and Teachers for Questionnaire Administration

S/N	School Category and Status	No. of Teachers	Teachers Selection at 5%
1.	Public Primary Schools	174	10
2.	Private Primary Schools	657	51
3.	Public Secondary Schools	191	10
4.	Private Secondary Schools	262	16
Total		1284	87

Source: Ministry of Education, Osun State, 2023 and the Author’s computation, 2023

2.2.2 Data analysis

Quantitative data were analysed using descriptive statistics (percentages and frequencies) and inferential statistics, including Chi-square tests to examine associations between variables such as gender, age, housing type, educational qualification, and income, among others. SPSS version 26 was used for the statistical analysis.

3. RESULTS AND DISCUSSION

3.1 Teachers' Gender

The data presented in Table 2 on the gender composition of teachers in the Osogbo metropolis provide a critical lens through which we can interrogate the dynamics of educational staffing, gender roles in pedagogy, and implications for achieving Sustainable Development Goal (SDG) 4: Quality Education. The analysis reveals a female-dominated teaching workforce across both public and private schools at the primary and secondary levels, with an overall composition of 65.5% female and 34.5% male teachers. This pattern reflects global and regional trends in which the teaching profession, especially at the foundational levels, is significantly feminized. From a planning perspective, the predominance of female teachers, at 75% in public primary, 70% in private primary, 70% in public secondary, and 60.8% in private secondary schools, presents both opportunities and challenges. Feminization of the teaching workforce, particularly in early and middle education, is often associated with nurturing pedagogical styles, empathetic communication, and increased emotional support for learners [34; 35; 36]. Female teachers are known to foster inclusive learning environments and are more likely to engage students through participatory, student-centered approaches [37; 38]. These qualities are fundamental to achieving SDG 4 targets, which emphasize inclusive and equitable quality education and the promotion of lifelong learning opportunities for all.

Although the chi-square test ($\chi^2 = 1.320$, $df = 3$, $p = 0.724$) indicates no statistically significant difference in gender distribution across the four school categories, the practical significance of the observed imbalance should not be overlooked. Planning for equitable gender representation among teachers must go beyond statistical inference to include qualitative insights and long-term policy projections. For instance, teacher recruitment policies should target a more balanced intake of male and female teachers to mitigate gendered stereotypes and improve student socialization processes.

The Osogbo findings align with broader continental and international data. According to [39], female teachers constitute 56.2% of primary and 50.2% of secondary school educators in Nigeria. Ghana reports a similar figure of 70.61% [40], while the United Kingdom and the United States report even higher percentages at 75.5% and 74.3%, respectively [41; 42]. These parallels suggest a global pattern where women dominate the education sector, particularly at early educational levels. While this trend reflects the increasing participation of women in formal employment, it also raises concerns about gendered labour segmentation and potential undervaluation of teaching as a profession.

Table 2: Gender of Teachers

Teachers		School Type				Total
		Public Primary	Private Primary	Public Secondary	Private Secondary	
Male	Count	4	3	3	20	30
	%	25.0	30.0	30.0	39.2	34.5
	% of Total	4.6	3.4	3.4	23.0	34.5
Female	Count	12	7	7	31	57
	%	75.0	70.0	70.0	60.8	65.5
	% of Total	13.8	8.0	8.0	35.6	65.5
Total	Count	16	10	10	51	87
	%	100.0	100.0	100.0	100.0	100.0
	% of Total	18.4	11.5	11.5	58.6	100.0

$X^2 = 1.320$; $df = 3$; $p = 0.724 > 0.05$ (NS)

Source: Authors' Fieldwork, 2023

3.2. Age of Respondents

The age distribution of teachers in Osogbo metropolis, as presented in Table 3, provides critical insights for educational planning and the realization of Sustainable Development Goal (SDG) 4 Quality Education. This demographic characteristic of the teaching workforce has far-reaching implications for capacity development, teacher retention strategies, and the quality of instruction at the basic and secondary education levels.

According to the study, teachers aged between 30 and 49 years constitute 68.9% of the total, with the average age being 41 years. This group is typically seen as the “prime age” cohort, an age range associated with high productivity, career commitment, and adaptive capability in educational environments [43]. These teachers are likely to be technologically aware, emotionally stable, and flexible in adopting contemporary pedagogical methods, which are critical for driving educational innovation and student engagement in the 21st century.

The age profile, therefore, reflects a strategic advantage for the educational system in Osogbo metropolis. These teachers are sufficiently experienced to handle curriculum demands while also being young enough to remain dynamic and responsive to ongoing reforms. This demographic base aligns well with the targets of SDG 4.1, which emphasizes the need for “free, equitable and quality primary and secondary education” delivered by capable educators.

The presence of younger teachers (below 30 years – 17.2%) alongside older educators (above 50 years – 13.8%) suggests an intergenerational mix in the teaching force. This diversity is important for delivering differentiated instruction, mentoring, and character formation. Younger teachers often bring enthusiasm, digital fluency, and fresh perspectives to the classroom, potentially aligning more closely with students' lived realities. On the other hand, older teachers tend to offer stability, moral authority, and a wealth of professional and life experience, reinforcing SDG 4.7.

The chi-square analysis result ($X^2 = 70.563$; $df = 12$; $p = 0.000$) indicates a statistically significant variation in age distribution across different school types (public and private, primary and secondary). This underscores the necessity for targeted teacher recruitment and retention policies. For instance, the dominance of middle-aged teachers in private primary schools (70.6% within 40 - 49 years) and the notable presence of teachers above 50 in public secondary schools (68.8% combined) call for immediate succession planning and capacity building for younger teachers to ensure knowledge continuity and avoid generational gaps in instructional delivery. This dual strategy aligns with SDG 4.c, which aims to substantially increase the supply of qualified teachers through international cooperation for teacher training in developing countries.

3.3. Religion Affiliation of Teachers

The analysis of teachers' religious affiliation in the Osogbo metropolis as presented in Table 4 provides an important lens for understanding the sociocultural dynamics of the education system, with significant implications for educational planning, equity, and the realization of Sustainable Development Goal (SDG) 4 Quality Education. While religion is often considered a personal matter, its intersection with institutional settings like schools has implications for inclusivity, tolerance, and the moral ethos of educational delivery.

As presented in Table 4, the study revealed that the teachers in the Osogbo metropolis identify with two major religious affiliations: Islam (58.6%) and Christianity (41.4%). This distribution reflects the religious demography of Osogbo and, by extension, much of southwestern Nigeria, where both Islam and Christianity coexist in substantial proportions. The religious profile indicates a fairly balanced, though slightly Muslim-majority, composition among teaching professionals in the region. Statistical analysis using the chi-square test ($X^2 = 2.115$; $p = 0.549$) indicates that there is no significant difference in the distribution of religious affiliation across school types. This neutrality in distribution suggests a degree of religious inclusivity in teacher recruitment and placement, which is a positive indicator for pluralistic coexistence and non-discrimination in the educational space.

Table 3: Age Composition of Teachers

Teachers Age		School Type				
		Public Primary	Private Primary	Public Secondary	Private Secondary	Total
Below 30 Years	Count	1	10	2	2	15
	%	10.0	19.6	12.5	20.0	17.2
	% of total	1.1	11.5	2.3	2.3	17.2
30-39	Count	6	5	3	3	17
	%	60.0	9.8	18.8	30.0	19.5
	% of total	6.9	5.7	3.4	3.4	19.5
40-49	Count	2	36	0	5	43
	%	20.0	70.6	0.0	50.0	49.4
	% of total	2.3	41.4	0.0	5.7	49.4
50-59	Count	1	0	7	0	8
	%	10.0	0.0	43.8	0.0	9.2
	% of total	1.1	0.0	8.0	0.0	9.2
60 and above	Count	0	0	4	0	4
	%	0.0	0.0	25.0	0.0	4.6
	% of total	0.0	0.0	4.6	0.0	4.6
Total	Count	10	51	16	10	87
	%	100.0	100.0	100.0	100.0	100.0
	% of Total	11.5	58.6	18.4	11.5	100.0

$X^2 = 70.563$; $df = 12$; $p = 0.000 < 0.05$ (S)

Source: Authors' Fieldwork, 2023

The findings from Osogbo suggest that the education system, at least in terms of teacher representation, is moving in line with SDG 4.5. An education workforce that mirrors the religious diversity of its broader society fosters: religious tolerance and peaceful coexistence among students and teachers, safe and inclusive learning environments, where learners of various faiths feel respected and represented, and moral and ethical education that draws from different worldviews, enriching learners' value systems.

Although religious affiliation does not directly influence pedagogical skills, it may influence teacher-student interaction, especially in culturally and religiously plural societies like Nigeria. Teachers often serve as moral exemplars and community leaders, and their faith-based values can subtly shape school climate. Hence, educational planners and administrators must ensure that religious inclusivity is not only reflected in staffing but also in curriculum development, religious instruction, and school rituals.

For instance: Multi-faith teacher representation can help students develop respect for religious diversity from an early age, reinforcing SDG 4.7, which seeks to impart education for global citizenship and cultural understanding, religious diversity among teachers can also contribute to equity in school leadership appointments, especially in faith-neutral public schools, thereby avoiding the perception of religious favouritism or exclusion, and teachers from both major religions can work together to model interfaith collaboration and dialogue, thus countering religious extremism, a concern highlighted in Nigeria's National Policy on Education [34].

Table 4: Religion Affiliation of Teachers in Osogbo Metropolis

Teachers Religious Affiliation		School Type				Total
		Public Primary	Private Primary	Public Secondary	Private Secondary	
Christianity	Count	4	21	5	6	36
	%	40.0	41.2	31.3	60.0	41.4
	% of Total	4.6	24.1	5.7	6.9	41.4
Islam	Count	6	30	11	4	51
	%	60.0	58.8	68.8	40.0	58.6
	% of Total	6.9	34.5	12.6	4.6	58.6
Total	Count	10	51	16	10	87
	%	100.0	100.0	100.0	100.0	100.0
	% of Total	11.5	58.6	18.4	11.5	100.0

$X^2 = 2.115$; $df = 3$; $p = 0.549 > 0.05$ (NS)

Source: Authors' Fieldwork, 2023

3.4. Teachers’ Accommodation Type

The extract from Table 5 underscores a pivotal yet often underexplored dimension of education planning: the intersection of teachers' residential circumstances and their professional performance. The study's statistics show that 56.3% of teachers in Osogbo live in shared apartments, while 25.3% live in two-bedroom apartments and 18.4% in three-bedroom apartments. This distribution is telling and significantly reflective of the socio-economic and institutional conditions within which teachers operate in many parts of Nigeria and sub-Saharan Africa at large.

At its core, this pattern reveals a potential structural hindrance to the full realisation of SDG 4. The quality of teachers’ domestic environments directly affects their mental well-being, lesson planning, and classroom engagement. For instance, [44; 45; 46] emphasise that the spatial environment of teachers influences their productivity, preparedness, and morale. Similarly, [46; 47] highlight the link between residential satisfaction and professional effectiveness among teachers. [48] also observes that overcrowded or inadequate housing contributes to stress, which negatively impacts job performance and, by extension, student outcomes.

However, the result from the chi-square analysis ($p = 0.149 > 0.05$), which suggests no significant statistical difference in accommodation type among teachers, does not nullify the broader socio-economic concern. Instead, it reinforces a systemic uniformity in substandard housing, possibly due to low remuneration, insecure postings, or lack of housing support policies from educational ministries.

Table 5: Teachers’ Accommodation Type

Teachers’ Accommodation	Type of	Primary School		Secondary School		Total
		Public	Private	Public	Private	
Shared Apartment	Count	7	25	10	7	49
	%	70.0	49.0	62.5	70.0	56.3
	% of Total	8.0	28.7	11.5	8.0	56.3
Two-Bedroom Apartment	Count	3	15	1	3	22
	%	30.0	29.4	6.3	30.0	25.3
	% of Total	3.4	17.2	1.1	3.4	25.3
Three-Bedroom Apartment	Count	0	11	5	0	16
	%	0.0	21.6	31.3	0.0	18.4
	% of Total	0.0	12.6	5.7	0.0	18.4
Total	Count	10	51	16	10	87
	%	100.0	100.0	100.0	100.0	100.0
	% of Total	11.5	58.6	18.4	11.5	100.0

$X^2 = 9.464$; $df = 6$; $p = 0.149 > 0.05$ (NS)

Source: Authors’ Fieldwork, 2023

3.5. Teachers’ Residential Occupancy Status

Housing tenure, whether ownership, rental, or squatting, serves as a critical barometer of an individual's financial stability, social well-being, and quality of life. Within the teaching profession, this indicator becomes particularly pertinent, given that teachers, especially at the primary and secondary educational level, play a foundational role in delivering quality education. As shown in the findings presented in Table 6, 55.2% of the teachers reside in rented apartments, 25.3% are squatting with others, and only 19.5% own their homes. The data further reveal that 41.4% of private school teachers occupy rented apartments, compared to just 13.7% of public school teachers, a statistically significant difference ($p = 0.007 < 0.05$). These figures have profound implications for education planning, teacher welfare, and the broader agenda of SDG 4.

The low rate of home ownership among teachers, especially in private schools, speaks volumes about the precarity and economic vulnerability of educators, which directly undermines their capacity to function optimally in the education system. Studies affirm that adequate and secure housing is a determinant of psychological stability, productivity, and professional commitment [45; 48]. A teacher who owns a home or has stable rental conditions is more likely to exhibit higher job satisfaction, plan long-term educational strategies, and remain committed to student outcomes.

Conversely, teachers who squat or are frequently displaced due to insecure tenancy may suffer from spatial disorientation, emotional stress, and diminished academic preparation, all of which impact their teaching efficacy. This is consistent with the assertion of [8] that the well-being and professional conditions of teachers are critical to meeting the benchmarks of SDG 4, especially in relation to Target 4.c, which emphasizes substantially increasing the supply of qualified teachers and improving their working conditions.

3.6. Teachers’ Household Size

Household size, as a socio-economic indicator, plays a significant role in shaping individual productivity, wellbeing, and capacity to meet both personal and professional obligations.

Table 6: Respondents' Residential Occupancy Status

Teachers' Occupancy Status	Residential	School Type				Total
		Public Primary	Private Primary	Public Secondary	Private Secondary	
Rented	Count	7	26	10	5	48
	%	70.0	51.0	62.5	50.0	55.2
	% of Total	8.0	29.9	11.5	5.7	55.2
Owner-occupied	Count	3	5	6	3	17
	%	30.0	9.8	37.5	30.0	19.5
	% of Total	3.4	5.7	6.9	3.4	19.5
Squatting	Count	0	20	0	2	22
	%	0.0	39.2	0.0	20.0	25.3
	% of Total	0.0	23.0	0.0	2.3	25.3
Total	Count	10	51	16	10	87
	%	100.0	100.0	100.0	100.0	100.0
	% of Total	11.5	58.6	18.4	11.5	100.0

$X^2 = 17.598$; $df = 6$; $p = 0.007 < 0.05$ (S)

Source: Authors' Fieldwork, 2023

In the context of education, particularly in relation to teachers, household size influences not just domestic responsibilities but also time management, financial obligations, commuting patterns, and ultimately, teaching performance. According to [49; 50], a household comprises individuals or families, nuclear or extended, living together, sharing resources, and functioning as a cohesive social unit under a designated household head. This definition underscores the relational and functional dynamics within households that can impact members' external roles, including that of teachers.

In this study, household size was classified into three groups: small households (fewer than 5 persons), medium households (5 to 10 persons), and large households (more than 10 persons). The findings presented in Table 7 show that a majority of teachers (51.7%) belong to small households, followed closely by 47.1% who have medium-sized households, while only 1.1% live in large households. Importantly, the observed variation in household size across public and private school teachers was not statistically significant (Chi-square = 8.725; $df = 6$; $p = 0.190 > 0.05$), indicating a generally consistent household structure among teachers irrespective of school type.

These findings have multiple implications for the planning and realisation of SDG 4, which seeks to ensure inclusive, equitable, and quality education for all, and particularly emphasises the quality of teachers and their working conditions [44].

Despite the absence of a statistically significant difference in household size by school type, the near-equal split between small and medium households (51.7% vs. 47.1%) suggests that nearly half of the teaching workforce may still be managing moderate domestic responsibilities. This highlights the need for institutional flexibility, such as professional development scheduling, leave policies, and teacher welfare initiatives, which are sensitive to domestic realities.

Table 7: Teachers' Household Sizes

Teachers Household Size		School Type				Total
		Public Primary	Private Primary	Public Secondary	Private Secondary	
Below 5	Count	4	26	10	5	45
	%	40.0	51.0	62.5	50.0	51.7
	% of Total	4.6	29.9	11.5	5.7	51.7
5-10	Count	5	25	6	5	41
	%	50.0	49.0	37.5	50.0	47.1
	% of Total	5.7	28.7	6.9	5.7	47.1
Above 10	Count	1	0	0	0	1
	%	10.0	0.0	0.0	0.0	1.1
	% of Total	1.1	0.0	0.0	0.0	1.1
Total	Count	10	51	16	10	87
	%	100.0	100.0	100.0	100.0	100.0
	% of Total	11.5	58.6	18.4	11.5	100.0

$X^2 = 8.725$; $df = 6$; $p = 0.190 > 0.05$ (NS)

Source: Authors' Fieldwork, 2023

3.7. Educational Status of Teachers

Educational qualification remains one of the most fundamental indicators of teacher quality in any education system. Numerous studies have confirmed that learning outcomes are significantly influenced by the qualification, professional competence, and academic preparedness of teachers [8; 50]. Within the framework of SDG 4, which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, Target 4.c explicitly calls for a substantial increase in the supply of qualified teachers, particularly through international cooperation and national policy reform.

The findings from Table 8 of the study conducted in Osogbo Metropolis reveal notable variations in the educational attainment of teachers. A majority of respondents (40.2%) possessed HND/B.Sc. degrees, followed by 34.5% with N.C.E/OND, while 19.5% had postgraduate qualifications. A marginal proportion (5.7%) were found to possess only SSCE, mostly among teachers in private primary (2.3%) and secondary schools (3.4%). These figures suggest that while a significant number of teachers have attained tertiary education, a considerable proportion (especially those in the private sector) still function with substandard qualifications. The chi-square test result ($X^2 = 77.872$; $df = 9$; $p = 0.000 < 0.05$) confirms that the differences in qualification levels among teachers by school type are statistically significant.

This disparity is particularly worrisome in the context of SDG 4, as teacher qualification is a key determinant of pedagogical quality, instructional delivery, and ultimately, student achievement [51]. Teachers with lower qualifications, such as SSCE or OND, may lack the theoretical foundation, content mastery, and pedagogical training required to deliver effective lessons, engage students critically, or design outcome-based assessments. This situation poses a direct threat to achieving SDG 4.1, which targets universal access to free, equitable, and quality basic education.

3.8. Income of Teachers

Teachers' income is not merely a reflection of economic compensation; it is a cornerstone of professional dignity, job satisfaction, and educational delivery outcomes. Globally, teacher salaries have been recognised as an important factor in attracting and retaining qualified educators, motivating performance, and reducing attrition [8]. Within the Nigerian context, and specifically in Osogbo Metropolis, the income profile of teachers as outlined in Table 9 reveals troubling disparities that have significant implications for the delivery of Sustainable Development Goal 4 (SDG 4). The study categorised teachers' earnings into four brackets: less than ₦30,000 (below minimum wage), ₦30,000–₦50,000 (Grade 01–06; low-income), ₦50,001–₦70,000 (Grade 07–12; middle-income), and Above ₦70,000 (Grade 13+; high-income) as of the time of the research data collection stage.

Findings show that the lowest-paid teacher earns just ₦15,000, well below Nigeria's national minimum wage of ₦30,000, while the highest-paid earns ₦125,000. The average monthly income of all teachers in the study area stands at ₦70,000. Alarmingly, 86.2% of the teachers fall within the low- and middle-income brackets, earning less than ₦70,000, with only 13.2% classified as high-income earners.

Table 8: Teachers' Educational Background

Teachers' Educational Background	Respondents'	Primary School Type		Secondary School Type		Total
		Public	Private	Public	Private	
SSCE	Count	0	3	0	2	5
	%	0.0	5.9	0.0	20.0	5.7
	% of Total	0.0	3.4	0.0	2.3	5.7
N.C.E/OND	Count	2	15	8	5	30
	%	20.0	29.4	50.0	50.0	34.5
	% of Total	2.3	17.2	9.2	5.7	34.4
HND/BSc	Count	6	22	4	3	35
	%	60.0	43.1	25.0	30.0	40.2
	% of Total	6.9	25.3	4.6	3.4	40.2
Postgraduate	Count	2	11	4	0	17
	%	20.0	21.6	25.0	0.0	19.5
	% of Total	2.3	12.6	4.6	0.0	19.5
Total	Count	10	51	16	10	87
	%	100.0	100.0	100.0	100.0	100.0
	% of Total	11.5	58.6	18.4	11.5	100.0

$X^2 = 77.872$; $df = 9$; $p = 0.000 < 0.05$ (S)

Source: Authors' Fieldwork, 2023

Notably, these high earners are concentrated in the public sector, with 9.2% from public primary and 4.0% from public secondary schools. The chi-square test result ($X^2 = 60.441$; $df = 9$; $p = 0.000 < 0.05$) confirms a

statistically significant disparity in income across school types, affirming that income inequality exists, particularly between public and private school teachers.

These findings are critically important when considered against the backdrop of SDG 4, particularly Target 4.c, which calls for a substantial increase in the supply of qualified teachers and improvements in their conditions of service. When the vast majority of teachers earn wages that barely cover subsistence, let alone professional development or family responsibilities, the vision of inclusive and equitable quality education becomes compromised.

This economic pressure disproportionately affects private school teachers, who are typically excluded from government salary structures, pension schemes, or welfare benefits. This not only undermines the quality of education in the growing private education sector, especially low-fee private schools, but also fuels educational inequality, where learners in public schools are taught by more qualified and better-paid teachers, while those in private schools often contend with underpaid and underqualified personnel [52; 51; 9].

Table 9: Income of Teachers

Teachers Income		Primary School Type		Secondary School Type		Total
		Public	Private	Public	Private	
< ₦30,000	Count	2	41	0	5	48
	%	20.0	80.4	0.0	50.0	55.2
	% of Total	2.3	47.1	0.0	5.7	55.2
₦30,001 - ₦50,000	Count	4	10	8	5	27
	%	40.0	19.6	50.0	50.0	31.0
₦50,001 - ₦70,000	Count	4	0	4	0	8
	%	40.0	0.0	25.0	0.0	9.2
> ₦ 70,000	Count	0	0	4	0	4
	%	0.0	0.0	25.0	0.0	4.6
	% of Total	0.0	0.0	4.6	0.0	4.6
Total	Count	10	51	16	10	87
	%	100.0	100.0	100.0	100.0	100.0
	% of Total	11.5	58.6	18.4	11.5	100.0

$X^2 = 60.441$; $df = 9$; $p = 0.000 < 0.05$ (S)

Source: Authors' Fieldwork, 2023

3.9. Marital Status of Teachers

Marital status, though often classified as a demographic attribute, carries significant implications for personal stability, emotional wellbeing, and professional conduct particularly in professions that demand continuous human interaction, such as teaching. The capacity of teachers to manage classrooms, establish authority, and serve as role models is shaped not only by their qualifications and remuneration but also by their life experiences, maturity, and socio-emotional support systems (UNESCO, 2021). In this regard, analysing the marital status of teachers in the Osogbo Metropolis offers valuable insights for planning and implementing Sustainable Development Goal 4 (SDG 4), which focuses on inclusive, equitable, and quality education for all.

As presented in Table 10, the study revealed that 57.5% of all teachers were married, with a breakdown of 49.9% and 8.0% in public and private primary schools, respectively, and 11.5% and 23.0% in public and private secondary schools, respectively. 39.1% were single, and 3.4% were widowed.

This means that 60.9% of teachers were either married or widowed, while the rest (mostly younger or early-career teachers) were single. The Chi-square test ($X^2 = 37.784$; $df = 6$; $p = 0.000 < 0.05$) shows that the variation in marital status across school types is statistically significant, underscoring structural differences in teacher demographics between public and private institutions.

The predominance of married or formerly married (widowed) teachers in the teaching workforce, particularly in public schools, suggests a trend towards a more stable and experienced teaching cadre. Marital stability often provides teachers with a stronger emotional support system, reduced mobility, and increased likelihood of community integration, all of which contribute positively to classroom management, student mentorship, and educational continuity [53].

Married teachers may be more likely to remain in their positions long-term, fostering school stability and reducing teacher turnover, an essential factor in achieving SDG 4.1, which emphasises quality primary and secondary education with consistent, qualified educators. They also tend to have greater social capital and life experience, which can enhance classroom discipline and conflict resolution skills, especially when teaching adolescent learners.

Conversely, the relatively high percentage of single teachers (39.1%), especially in private secondary schools (23.0%), may reflect recruitment patterns that prioritise youthfulness and affordability over experience. While younger teachers bring energy and innovation, they may also have limited classroom management skills, may be more mobile, and may experience higher attrition rates, challenges that can disrupt learning outcomes and undermine SDG 4 targets (World Bank, 2020).

The low percentage of widowed teachers (3.4%), although statistically small, is an important social indicator. In cultures where widowhood may affect household income and emotional stability, support mechanisms should be in place to ensure that these teachers are not marginalised within the workforce.

Table 10: Marital Status of Teachers

Marital Status of Teachers		Primary School Type		Secondary School Type		Total
		Public	Private	Public	Private	
Married	Count	10	20	13	7	50
	%	100.0	39.2	81.3	70.0	57.5
	% of Total	11.5	23.0	14.9	8.0	57.5
Single	Count	0	31	0	3	34
	%	0.0	60.8	0.0	30.0	39.1
	% of Total	0.0	35.6	0.0	3.4	39.1
Widowed	Count	0	0	3	0	3
	%	0.0	0.0	18.8	0.0	3.4
	% of Total	0.0	0.0	3.4	0.0	3.4
Total	Count	10	51	16	10	87
	%	100.0	100.0	100.0	100.0	100.0
	% of Total	11.5	58.6	18.4	11.5	100.0

$X^2 = 37.784$; $df = 6$; $p = 0.000 < 0.05$ (S)

Source: Authors' Fieldwork, 2023

3.10. Teachers' Years of Experience in Teaching

One of the most important indicators of teacher quality is the number of years spent in the profession. Experience enhances a teacher's confidence, classroom management skills, content delivery, and ability to adapt to student diversity and curriculum demands. As [54] rightly argues, time spent on a job shapes not only an individual's professional identity but also their depth of expertise and understanding of their working environment. Jayamala (2008) also emphasizes that as teachers remain longer in service, they develop a sharper and more nuanced perception of their roles and responsibilities.

In the case of the Osogbo metropolis, the findings presented in Table 11 show that the teaching workforce is skewed towards less experienced educators. The analysis reveals that 66.7% of the teachers surveyed had fewer than 10 years of teaching experience, while 23.0% had between 10 and 19 years of experience. Only 10.3% had served in the teaching profession for more than two decades. What is particularly revealing is that this last group of teachers with over 20 years of experience was found only in public schools: 9.2% in public primary schools and 1.1% in public secondary schools. No private school teacher in the sample fell within this experience bracket.

The minimum years of teaching reported were 3 years, while the maximum was 29 years. The standard deviation of 0.677 and a mean teaching experience score of 1.44 indicate that the distribution of experience levels is clustered around the lower end. The chi-square result further revealed that these differences in teaching experience across school types were statistically significant ($p = 0.000 < 0.05$).

This has important implications for the planning and implementation of Sustainable Development Goal 4, which is aimed at achieving inclusive and equitable quality education. Teachers are central to this goal, not just in number but in capacity and experience. The shortage of experienced teachers, especially in private schools, reflects deeper structural challenges in Nigeria's education sector. It suggests that while there may be a steady influx of young teachers, the system may be struggling to retain them long enough to develop expertise. This finding also aligns with existing literature, which identifies poor working conditions, low pay, and job insecurity as major reasons for teacher attrition, especially in the private sector [9; 55].

3.11. Planning Implications of the study

The findings from this study carry far-reaching implications for urban and regional planning, particularly in aligning education development with inclusive spatial policy and social infrastructure provision. The socio-economic realities of teachers in Osogbo Metropolis Implications, as revealed in their housing conditions, income disparities, tenure status, and educational qualifications, signal systemic gaps that urban planning must urgently address to achieve the broader goals of equitable and quality education as stipulated under Sustainable Development Goal 4 (SDG 4).

This research amplifies the voice of teachers as both beneficiaries and agents of sustainable development. For planning practitioners, the message is clear: the spatial and socio-economic well-being of teachers is not a peripheral concern; it is central to the quality of education and, by extension, the development of human capital and social equity in urban centres. Effective planning must move beyond physical structures to embrace human-centred, inclusive, and intersectoral solutions that truly reflect the realities of those who shape the minds of future generations.

Table 11: Teachers' Years of Experience in Teaching

Teachers' Years of Experience in Teaching		School Type				Total
		Public Primary	Private Primary	Public Secondary	Private Secondary	
< 10 years	Count	3	46	2	7	58
	%	30.0	90.2	12.5	70.0	66.7
	% of Total	3.4	52.9	2.3	8.0	66.7
10-19 years	Count	6	5	6	3	20
	%	60.0	9.8	37.5	30.0	23.0
	% of Total	6.9	5.7	6.9	3.4	23.0
> 19 years	Count	1	0	8	0	9
	%	10.0	0.0	50.0	0.0	10.3
	% of Total	1.1	0.0	9.2	0.0	10.3
Total	Count	10	51	16	10	87
	%	100.0	100.0	100.0	100.0	100.0
	% of Total	11.5	58.6	18.4	11.5	100.0

$X^2 = 55.438$; $df = 6$; $p = 0.000 < 0.05$ (S)

Source: Authors' Fieldwork, 2023

4. CONCLUSION

This study set out to investigate the socio-economic characteristics of teachers in Osogbo Metropolis and the spatial dimensions of their living and working conditions, to understand how these factors influence teacher performance, retention, and ultimately the delivery of inclusive and equitable quality education as envisioned in Sustainable Development Goal 4 (SDG 4). The findings present a compelling narrative: teachers, who are the bedrock of any functional education system, operate within socio-spatial environments that significantly shape their well-being, productivity, and professional commitment.

From the analysis, it is evident that the majority of teachers in Osogbo face substantial socio-economic challenges, including low income, substandard housing, precarious residential tenure, and limited access to career development opportunities. These conditions are more pronounced among teachers in the private education sector, many of whom earn below the national minimum wage and lack stable or suitable accommodation. Despite their centrality to national development goals, teachers remain marginalised in both education policy and urban planning discourses. The feminisation of the profession, dominance of middle-aged and early-career teachers, and disparities in qualifications further illuminate systemic gaps that demand coordinated, cross-sectoral action.

This research highlights the critical importance of integrating urban and regional planning with education policy. Teachers' welfare cannot be treated in isolation from socio-economic and residential conditions, housing policy, and transport development. A city that fails to provide affordable, accessible, and secure living conditions for its educators is unlikely to produce equitable and quality educational outcomes. Inadequate planning and weak inter-agency coordination continue to reproduce inequalities across public and private school systems, particularly disadvantaging low-fee private institutions where teacher welfare is least prioritised. These structural deficits undermine Nigeria's commitment to SDG 4, especially targets 4.1 (universal quality education), 4.5 (eliminating disparities), and 4.c (increasing the supply of qualified teachers).

More broadly, the findings reinforce the human dimension of education delivery. Ultimately, achieving SDG 4 in Osogbo and similar urban contexts across Nigeria requires a paradigm shift, one that moves beyond infrastructure and enrolment metrics to address the foundational issues of teacher welfare, spatial justice, and inter-sectoral integration. A quality education system is only as strong as the conditions under which its teachers live and work. This study, by foregrounding the voices and lived experiences of teachers, calls for an inclusive planning framework that centres their needs as a pathway to sustainable, transformative education.

4.1. Recommendations

Based on the study's findings, the following actionable and policy-relevant recommendations are proposed:

Integrate Teacher Welfare into Urban Planning: Urban planners must explicitly consider teachers in housing, land use, and transport policies. State and local governments should: develop affordable teacher housing schemes in proximity to school locations; ensure inclusion of teachers in residential zoning and infrastructure planning; and provide subsidised or accessible public transport options for teachers.

Institutionalise Housing Support for Teachers: Educational ministries should collaborate with housing agencies to introduce rent-to-own programmes for teachers, especially in urban areas; provide housing allowances in both public and private sectors; and encourage private school proprietors to incorporate staff quarters into school designs.

Establish Salary and Welfare Standards in the Private Education Sector: The Ministry of Labour, in collaboration with the Ministry of Education, should regulate private school operations to ensure minimum salary thresholds; introduce legislation mandating benefits such as pension contributions, maternity/paternity leave, and professional training access for private school teachers.

Strengthen Continuous Professional Development: Create learning hubs in urban centres that provide in-service teacher training, especially for private and early-career teachers, and incentivise postgraduate education and professional certification through scholarships and paid study leave schemes.

Promote Inter-Ministerial Coordination: Establish a multi-sectoral task force involving the Ministries of Education, Housing, Urban Planning, and Labour to address teacher welfare holistically; and align education planning targets with urban development frameworks such as master plans and housing policies.

Foster Gender and Age Inclusivity in Teacher Recruitment: Promote gender-balanced hiring and leadership opportunities in both public and private schools, and encourage recruitment of young, qualified graduates while supporting succession planning for ageing teachers through mentorship schemes.

Enhance Data-Driven Planning: Institutionalise the collection and use of disaggregated data on teacher welfare (income, housing, tenure) for planning and resource allocation; Incorporate GIS and spatial analysis in siting schools relative to residential zones to reduce commuting burdens.

Advocate for Policy Reform and Social Equity: NGOs, professional unions, and teacher associations should advocate for inclusive education policies that prioritise teacher dignity and social justice, and public awareness campaigns should elevate the societal value of teachers and support their economic empowerment.

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