

ASSESSING THE CURRENT LEVEL OF TRANSPORT EDUCATION AND THE IMPACT ON SAFETY COMPLIANCE AMONG ROAD OPERATORS IN OGBOMOSO, OYO STATE.

ABSTRACT: The road transportation sector in Ogbomoso area of Oyo state influences economic activities, facilitates the movement of people, goods and services. However, one of the challenges of road transport operations is that there is little or no understanding of safety compliance and regulations guiding the road transport operations in the study area. The study thereby seeks to assess the level of transport education and the challenges and barriers faced by road operators in assessing transport education. The study employed survey research design with the use of a well-structured questionnaire and interview. The total population of the study is three hundred and ten (310) which comprised of 210 public motor parks drivers, (report of park managers, 2024). 30 Private companies administrative staffs and drivers base on the information obtained from Specific private companies which includes: Tribel Global Motors (TGM) Transport Company and MST executive transport service, 2024 and 70 FRSC officers, (Ogbomoso FRSC area Command, 2024). From where a sample size of one hundred and seventy five (175) respondents were randomly selected using the Taro Yamane formula. Descriptive analysis such as percentage count and inferential statistics of multiple regression was employed for the study. Findings revealed that a little above average have received some form of transport education, significant gaps still remains. The study concluded that the level of transport education is still relatively low and this implies that there should be more enlightenment about transport education in the study area.

Key words: Transport education, road operators, road transportation, drivers training, safety compliance

1. INTRODUCTION

The transportation systems constitute an essential component of logistics and strategic planning, particularly when vehicles are employed to transfer individuals or goods from one location to another. This encompasses the movement facilitated by diverse modes of transport, including automobiles, buses, maritime vessels, aircraft, and even extraterrestrial travel. Transportation systems are designed in a myriad of scales, spanning from localized networks such as urban bus services to extensive national distribution frameworks. (April, 2017).

Transport education encompasses a spectrum of both formal and informal training initiatives, courses, and certifications designed to equip road transport operators with the requisite knowledge and competencies necessary for the effective execution of their responsibilities (Oyesiku et al., 2019).

39 Among all the commodity transfers to and from seaports, a significant proportion,
40 specifically two-thirds, is managed through road transport, whereas nearly ninety percent of all
41 internal logistics of goods and services occur via roadways (Onakomaiya, 1980; Salisu and
42 Oyesiku, 2020). This underscores the necessity for governmental policies and priorities to
43 concentrate on the enhancement of the road transport sector by promoting transport education
44 and awareness initiatives within the domain of road transportation, in addition to augmenting
45 financial resources allocated to the road transport sub-sector.

46 However, in the road transport sector, human capital development has been vigorously
47 pursued over the years, incorporating both training and education but it is still a far cry to the
48 need of the sector. (Ajiboye, 2007).

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50 **2. LITERATURE REVIEW AND CONCEPTUAL UNDERSTANDING**

51 **2.1 Road Transport System**

52 Nigeria's road transport history began in the early 1900s when pre-existing trails were
53 broadened to accommodate motor vehicles. These early roads aimed to ease the burden of relying
54 on human porters for colonial administrators and to connect local areas with railway hubs for
55 exporting goods. Construction started in 1903 in the north, with a cart and mule route from Zaria
56 to Zungeru, and in 1906 in the south, with a road connecting Ibadan and Oyo. (Patience and
57 Chidinma, 2019).

58 Nigerian roads accommodate diverse modes of transport, from buses and cars to trailers,
59 bicycles, pedestrians, and even animals. However, a lack of pedestrian walkways creates safety
60 concerns, exacerbated by the rise of commercial motorcycles. Poor road maintenance further
61 contributes to high accident rates. The types of vehicles using these roads have also evolved.
62 While dual-purpose "mammy wagons" were common in the 1950s, they've been largely replaced
63 by 10-15 tonne trucks/lorries and 30-tonne container trucks. Heavy tankers transport fuel and
64 petroleum products. Many roads suffer from misuse, with axle loads frequently exceeding the

65 designed 9-tonne limit. Trucks and trailers as heavy as 15 tonnes often use these roads,
66 significantly reducing their lifespan, especially during the rainy season. Inadequate routine,
67 periodic, and emergency maintenance further deteriorates road conditions across the country.
68 Without proper upkeep of roads and bridges, Nigeria's desired socio-economic development will
69 remain challenging. (Onokala, 2002; Patience and Chidinma, 2019).

70 Nigeria's economic development owes a significant debt to road transportation. Roads
71 facilitated the opening of previously undeveloped agricultural, industrial, and residential areas,
72 bringing modern transport to rural interiors. This connectivity fostered greater regional
73 integration, shifting the focus away from waterways and rail to road networks. The expanding
74 road system spurred the introduction of larger, faster, and more comfortable vehicles, boosting
75 interregional trade. This trade, in turn, promoted national unity, improved nutritional diversity,
76 and raised the economic well-being of traders. Consistent high demand for road transport in both
77 rural and urban settings reflects its recognized role as a crucial driver of regional, national, urban,
78 and rural development. (Onokala, 2002).

79 **2.2 Transport Education**

80 Education, as a mechanism for the advancement of human resources, equips trainees with
81 the requisite technical, workplace, and academic skill competencies, alongside managerial
82 responsibilities pertinent to the transportation sector. It fosters the development of the trainee's
83 personality, behavioral tendencies, and performance potential, independent of any particular
84 occupational context. Through the domain of transport and logistics education, individuals are
85 expected to acquire a comprehensive array of knowledge, skills, and attitudes, while
86 simultaneously cultivating personal effectiveness competencies and managerial acumen,
87 enabling their integration into any facet of the transport industry. (Oyesiku et al., 2019)

88 Transport education, which constitutes a spectrum of both formal and informal training
89 initiatives, courses, and certifications, serves to equip road transport operators with the requisite
90 knowledge and competencies to effectively execute their professional responsibilities (Oyesiku
91 et al., 2019). Numerous scholarly investigations underscore the critical importance of transport
92 education in enhancing operational efficiency, promoting safety protocols, and improving overall
93 performance within the road transport industry (Nwafor et al., 2019). Specialized training
94 Programs impart necessary skills to road transport operators, including defensive driving
95 strategies, cargo management, vehicle upkeep, and customer relations, all of which facilitate
96 more efficient operations and superior service delivery within the road transport framework
97 (Nwafor et al., 2019).

98 Regarding road safety, the provision of transport education to drivers is deemed the
99 paramount priority for investment in human capital development (Timmermans et al., 2019). A
100 significant concern for transportation authorities responsible for the formulation of training
101 programs for commercial drivers is the necessity to analyze their attitudes towards the training
102 offerings (Abbas et al., 2023).

103 Owing to the critical role that training programs play in enhancing road safety within
104 traffic systems and improving transportation productivity, numerous studies have demonstrated
105 that the efficacy of road transport education is assessed based on the knowledge and conduct of
106 commercial drivers (Nwadinigwe et al., 2018). Consequently, the notion of road transport
107 education has been identified as a significant element in interventions aimed at driver education.
108 The educational programs designed for drivers encompass not merely the instruction on the
109 mechanics of driving but also focus on cultivating suitable behaviors, attitudes, and decision-
110 making capabilities that empower them to navigate road traffic scenarios in a responsible and

111 secure manner, thereby mitigating the incidence of road accidents and traffic (Nwadinigwe et al.,
112 2019).

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114 **2.3The Road Operators**

115 Schwela (2008) categorized road users as motorists, motorcyclists, bicyclists, and
116 tricyclists, along with pedestrians and animals. Road transport undeniably impacts everyone's
117 daily lives. It's a fundamental component of our society, facilitating the distribution of goods,
118 providing mobility for various demographics, and enabling access to work, education, and
119 leisure activities. In urban areas, road infrastructure occupies a considerable portion of land.
120 The human cost is stark, as road transport remains a leading cause of fatalities. Furthermore, its
121 effects extend beyond the roadways, influencing residential areas, public spaces, businesses, and
122 the global environment. A crucial step in mitigating these negative consequences is gaining a
123 deeper understanding of the human factors involved. Currently, crucial data is lacking. This
124 includes a comprehensive understanding of road users' demographics (age, gender, experience,
125 health), driving characteristics (personal, commercial, professional), and usage patterns
126 (frequency, duration, location). Similarly, the interplay between diverse road users and vehicle
127 types, and the dynamics of these interactions, remain largely unknown. Understanding users'
128 and communities' risk perceptions and attitudes toward road transport and safety is also essential,
129 but presently unavailable. Establishing a baseline of current road user interactions is critical for
130 forecasting the impact of future population shifts and increased traffic. This knowledge of user
131 groups, travel patterns, and interaction dynamics is intended to inform government and industry
132 decisions, optimize road design and driver training, and ultimately support a more sustainable
133 transportation system. (Samuel Charlton et al., 2002)

134 **3. METHODOLOGY**

135 The City of Ogbomoso Township is constituted by the North and South local government
136 councils; it is located in the western part of Oyo state of Nigeria. Ogbomoso North Local
137 Government Area came into existence on September 24, 1991, as a result of the splitting of the
138 former Ogbomoso metropolis into two on Tuesday. Ogbomoso North Local Government Area is
139 bounded in the North and the East by Surulere Local Government Area, in the South by
140 Ogbomoso South Local Government Area and in the West by Orite Local Government Area.
141 Ogbomoso North has its headquarters located at Kinnira, Ogbomoso and Ogbomoso North is
142 urban in outlook. The study population is made up of about 210 public motor parks drivers, 30
143 private company's administrative staffs and drivers and 70 FRSC officers, given a total
144 population of 310. Purposive sampling technique was used in the selection of one city and two
145 Local Government Areas from the three senatorial districts in Oyo state while random sampling
146 technique was used in selecting the four (4) motor parks aforementioned among other motor
147 parks situated within Ogbomoso North and South. The study employed descriptive research
148 design with the use of a well-structured questionnaire to randomly sampled 174 transport
149 workers. A semi-structured interview was also conducted with a subset of 20 participants to gain
150 insights into the perceptions and experiences related to safety and transport education.

151 **4. RESULTS AND DISCUSSION**

152 **4.1 Socio-Economic characteristics of the respondent**

153 The table 4.1 below showed the gender distribution of the respondents and it was
154 revealed that 67.8% of the respondents making 118 respondents were male while 32.2% of the
155 respondents making 56 respondents were female. This indicates that there was a higher
156 participation of males in the survey compared to females. Also, the Table revealed that 24.1% of
157 the total respondents making 42 respondents are within the age range of 18-29 years of age,
158 35.6% of the total respondents making 62 respondents fall within the age range of 30-39 years of
159 age, 23.0% of the total respondents making 40 respondents fall within the age range of 40-49
160 years of age, 17.2% of the total respondents making 30 respondents fall within the age range of
161 50 and above years of age. This implies that the survey had a relatively balanced representation of
162 different age ranges, while having people of the age range 30-39 been the most set of people who
163 participated in the survey. It was revealed that 32.2% of the total respondents making 56

164 respondents were single, 58.6% of the total respondents making 102 respondents were married,
165 2.9% of the total respondents making 5 respondents were divorced, and 4.0% of the total
166 respondents making 7 respondents separated and 2.3% of the respondents making 4 respondents
167 were widow/widower. This suggests that the majority of the respondents were married or single.
168 Furthermore, 27.6% of the total respondents making 48 respondents had access to primary
169 education, 28.7% of the respondents making 50 were SSCE holders, and 43.7% of the total
170 respondents making 76 respondents had access to Tertiary education. This suggests that a
171 significant portion of the respondents had Tertiary education qualifications. Additionally, 43.1%
172 of the total respondents making 75 respondents were drivers, 7.5% of the total respondents
173 making 13 respondents were transport managers, 24.1% of the total respondents making 42
174 respondents were FRSC officers, 25.3% of the respondent making 44 respondents falls under the
175 category of other occupations. This indicates that the highest number of people who participated
176 in the survey were the drivers. Apparently, 29.3% of the total respondents making 51
177 respondents responded that they own a car and 70.7% of the total respondents making 123
178 respondents responded that that they do not own a car. This suggests that car ownership was
179 relatively low among the respondents, with slight majority owning a car.

180 More so, 23.6% of the total respondents making 41 respondents ply the road more than
181 once in a week, while 76.4% of the total respondents making 133 ply the road every day. This
182 indicates that we have a higher percentage of respondents who ply the road every day. Also,
183 10.3% of the total respondents making 18 respondents uses motorcycle has the major means of
184 transportation, 18.4% of the total respondent making 32 respondents uses private car as the major
185 means of transportation and 71.3% of the total respondents making 124 respondents uses the
186 taxi/bus has the major means of transportation. This indicates that the taxi/bus means of
187 transportation is the major means of transportation been used by the respondents. This can be
188 concluded that public transportation is most prevalent in the study area, which calls for proper
189 education to both the users and the operators.

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193 **Table 4.1 Socio-Economic characteristics of the respondent**
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Characteristics		Frequency	Percentage
Gender	Male	118	67.8
	Female	56	32.2
	Total	174	100
Age (years)	Below 18	0	0
	18-29	42	24.1
	30-39	62	35.6
	40-49	40	23.0
	50 and above	30	17.2
	Total	174	100
Marital status	Single	56	32.2
	Married	102	58.6
	Divorced	5	2.9
	Separated	7	4.0
	Widowed	4	2.3
	Total	174	100
Level of Education	No formal education	0	0
	Primary Education	48	27.6
	Secondary Education	50	28.7
	Tertiary Education	76	43.7
	Total	174	100
Occupation status	Driver	75	43.1
	Transport manager	13	7.5
	FRSC officer	42	24.1
	Others	44	25.3
	Total	174	100
Do you own a vehicle	Yes	51	29.3
	No	123	70.7
	Total	174	100

How often do you ply roads	Once in a week	0	0
	Once in a month	0	0
	More than once a week	41	23.6
	Everyday	133	76.4
	Total	174	100
What's your major means of transportation	Motorcycle	18	10.3
	Private car	32	18.4
	Taxi/bus	124	71.3
	Tricycle	0	0
	Others	0	0
Total		174	100

195 Source: Author's compilation, 2025

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197 **4.2 Current Level of Transport Education among Road Operators in Ogbomoso, Oyo State.**

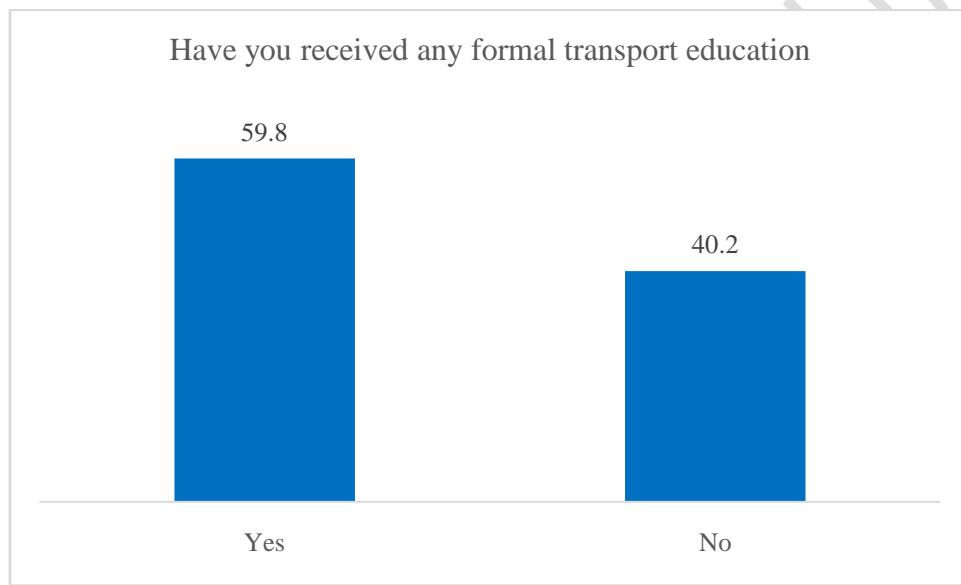
199 In an attempt to assess the current level of transport education among road transporters in
 200 Ogbomoso, Oyo State, Nigeria. Descriptive statistics such as percentage frequencies was
 201 employed. The Figure 4.1 below showed if the respondents have ever received any formal
 202 transport education. The responses showed that 59.8% of them have received a formal transport
 203 education while 40.2% have not received any formal transport education.

204 The types of transport education that the respondents have received as shown in Figure
 205 4.2 below revealed that driver training constitute the majority. 37.4% of the respondents stated
 206 they have undergone driver training while 62.6% have not undergone driver training. Also, only
 207 24.1% of the respondents have been trained on safety while 75.9% have not been trained on
 208 safety. In addition, only 8% of the respondents have been trained on logistics management while
 209 92% have not been trained.

210 The figure 4.3 showed that the quality of transport education received were adjudged to
211 be majorly average as accounted for by 69% of the respondents. This was followed by good
212 (23%) and poor (5.2%). Only 2.9% of the respondents stated that the quality of training received
213 is good while there was no account for very poor.

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217 Figure 4.1: Have you received any formal transport education?

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Source: Author's Work, 2025

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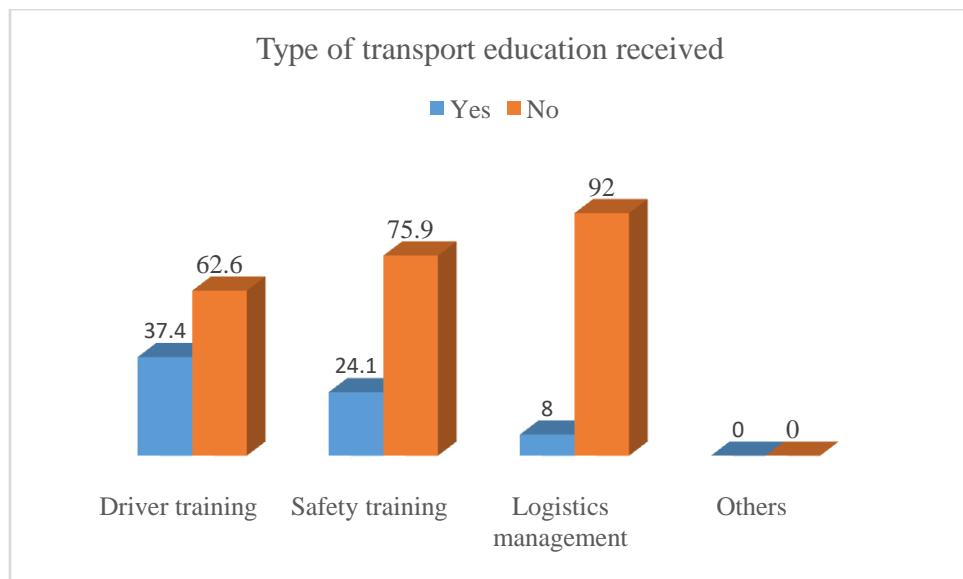


Figure 4.2: Type of Transport Education received

Source: Author's Work, 2025

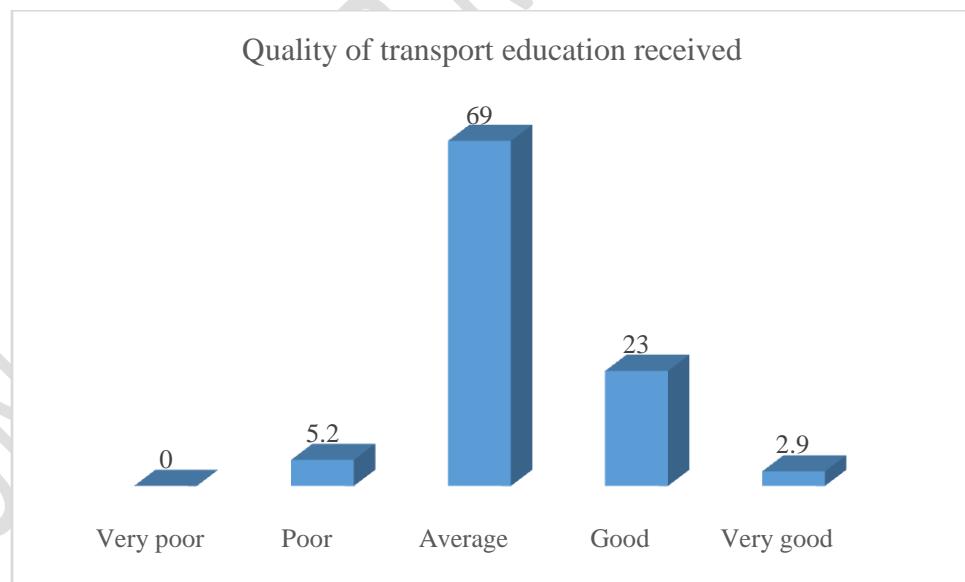


Figure 4.3: Quality of Transport Education received

Source: Author's Work, 2025

230 **4.3 Examine the Relationship between Transport Education and Safety Compliance.**

231 The regression model showed in table 4.2 shows a weak positive relationship between the
232 predictors and the outcome, which indicates a correlation coefficient (R) of 0.248 and coefficient
233 of multiple determination (R^2) of 0.62. This indicates that about 62% of transport education can
234 influence safety compliance of road transport operators in Ogbomoso.

235 Table 4.3 shows that driver training with $B = -0.461$, $P = 0.033$, indicates a negative
236 coefficient which means that more driver training is associated with lower safety compliance ,
237 this may indicate a problem with how training is being delivered and the level of comprehension
238 and its measured. This can be bedrock for further study which can be evaluated qualitatively.

239 Also, perception of safety importance with $B = 0.250$ and significant p value of 0.017,
240 indicates a positive association with safety compliance which means individuals who place more
241 importance on safety tend to comply more.

242 Furthermore, formal transport education, quality of transport education, safety training
243 and logistics management does not significantly influence safety compliance. This implies that
244 these variables are not thoroughly harmonized in relation to the set parameters.

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262 **Table 4.2 Model Summary and Anova**

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Model Summary						
Mod	R	R Square	Adjusted R Square	R	Std. Error of the Estimate	
1	.248 ^a	.62	.038	.762		
a. Predictors: (Constant), Logistics management, Received any formal transport education, Quality of transport education received, Safety training, Driver training, Perception of safety importance						
Anova^a						
Model		Sum of Squares	df	Mean Square	F	Sig. ^b
1	Regression	8.512	6	1.418	3.987	.003 ^b
	on					267
	Residual	132.430	167	.794		268
	Total	140.942	173			269
a. Dependent Variable: Safety compliance						
b. Predictors: (Constant), Logistics management, Received any formal transport education, Quality of transport education received, Safety training, Driver training, Perception of safety importance						

274 Source: Field Survey, 2025

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284 **Table 4.3 Coefficients**

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients	Standardize d Coefficient s	Beta		
	B	Std. Error			
1 (Constant)	6.089	.960		6.338	.000
Have you received any formal transport education	.139	.231	.076	.599	.550
Quality of transport education received	-.080	.129	-.052	-.619	.537
Driver training	-.461	.214	-.248	-2.153	.033
Safety training	-.335	.222	-.160	-1.509	.134
Logistics management	-.325	.264	-.098	-1.232	.221
Perception of safety importance	.250	.100	.150	2.50	.017

a. Dependent Variable: Safety compliance

285 Source: Field Survey, 2025

286 **5. CONCLUSION AND RECOMMENDATION**

287 Based on the findings, the study concludes that while general transport education alone
288 may not directly influence safety compliance among road operators, some factors plays a critical
289 role. Specifically the perception of safety importance has positive significance highlighting the
290 need to foster stronger safety values and attitudes among drivers. The findings are supported by
291 the work of (Gyekye etal., 2007) that there is a strong link between workers perception of safety
292 and actual safety compliance.

293 Driver training which is significant but have a negative relationship suggests that current
294 training approaches may be ineffective or are poorly implemented. Consequently, the study

295 recommends that efforts should shift towards enhancing the quality and relevance of driver
296 training programs and aligning them closely with real-world safety practices. In addition
297 promoting safety awareness and emphasizing the importance of safety compliance through
298 targeted campaign at motor parks, road side billboards and stakeholders including employers and
299 community. Teachers, should also be actively involved in promoting a safety culture that goes
300 beyond formal instruction.

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