

Continuing Professional Education for Workplace Effectiveness and Efficiency: A Case Study of Junior Secondary School Teachers in Ikorodu Local Government Area

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Abstract

The commonly held view that the effectiveness of an educational system is directly linked to the caliber of its educators highlights the critical importance of the essential role of teachers and teachers' Continuing Professional Education Programmes in achieving educational development. This is particularly significant as teachers hold a strategic position in shaping the intellectual and moral foundation of adolescents, Junior Secondary School (JSS) teachers. This study, therefore, investigated the relationship between continuing professional education and workplace effectiveness and efficiency among junior secondary school teachers in Ikorodu LGA. The study employed a descriptive survey research design, in which four research questions and a hypothesis were developed and tested. The target population comprises all JSS teachers in Ikorodu LGA. A total of 200 teachers were selected as the sample size from the population of approximately 1250 JSS teachers in Ikorodu, using the stratified random sampling technique. A questionnaire was used for data collection. The data for the study were analysed using both descriptive (frequency counts & percentages) and inferential (Pearson Product-Moment Correlation, Chi-square (χ^2) and independent t-test statistical tools at 0.05 level of significance) statistical methods. The findings of the study revealed that there is a significant relationship between teachers' participation in Continuing Professional Education and workplace effectiveness and efficiency of JSS teachers. The study concluded and recommended that Lagos State Ministry of Education and Teaching Service Commission (TESCOM) should make CPE a vital and compulsory part of teachers' personal life by institutionalizing regular CPE for teachers; Lagos State Government and private school owners should provide adequate funding and incentives such as increments, recognition awards, or career advancement opportunities including travel and exposure opportunities for teachers' professional development.

Keywords: Continuing Professional Education, Workplace Effectiveness, Efficiency, Junior Secondary School Teachers

Introduction

The commonly held view that the effectiveness of an educational system is directly linked to the calibre of its educators highlights the critical importance of teachers and their ongoing professional development programs in fostering educational

advancement. This is particularly significant, as teachers play a pivotal role in influencing the intellectual and ethical development of young people. As demands for more sophisticated student learning have intensified, practitioners, researchers, policy makers, and stakeholders have commenced thinking more systematically about the ways

of improving teachers' learning from recruitment, preparation, and support to teaching and mentoring and other leadership opportunities (Chen & Wang, 2025). Continuing professional education has thus become an integral component of career advancement, empowering individuals to stay updated with industry and education trends, best practices, and technological advancements.

Teacher professional learning through continuing professional education (development) is of rising interest as one way of increasing quality in education, and to support the increasingly complex skills students need to learn in preparation for further education and the world of work in the 21st century. According to UNESCO (2005), the concept of quality in education encompasses the effectiveness, efficiency, and suitability of an educational system in addressing the requirements of both students and society. The measurement of a high-quality educational system is based on student outcomes, ensuring they are provided with essential skills and competencies (Kurteshi & Rrustemi, 2025). As such, the quality of education in any society greatly depends on the competence, relevance, commitment, and continuous development of its facilitators.

Continuing professional education or development is a substantial component of lifelong learning that involves sustained, planned learning activities enabling professionals to extend and update their knowledge and practice over their careers (Friedman, 2023). CPE is an ongoing process by which employees maintain,

refine, and expand their work-related knowledge and skills to improve performance and job retention (Shiri, 2023). While evaluating TRCN MCPDP in 2024, Osiesi deduced that in the Nigerian teachers' policy context, MCPDP (Mandatory CPD) is framed as structured, standardised in-service programmes intended to professionalise teachers by requiring periodic updating of competencies and recording of CPD participation (Osiesi, 2024). According to Continuing Professional Development standard bodies/glossaries (CPD standards; UNVOC/UNESCO, 2022-2024 updates, CDE (or CDP) is defined as the intentional maintenance, enhancement and broadening of professional knowledge and skills through planned learning activities (formal and informal), usually recorded as CPD hours/credits and linked to professional competence and ethical practice. Sharma & Bisht (2021) is of the opinion that continuing professional education should not be mandated; it is, instead, a proactive process in which educators take charge of their own development. In a similar vein, Mugabo et al. (2024) regards CPE/CPD as a continuous journey of gaining new knowledge, skills, and attitudes that enhance teachers' abilities and effectiveness in their roles.

Researchers focusing on educational quality have identified a notable positive relationship between the effectiveness of teachers and student performance (Anagaw et al., 2024; Asare, 2025; Emslander et al., 2025; Malaj, 2025). For example, Borko (2004) found that educators engaged in programs aimed at promoting student-centred teaching approaches saw significant enhancements in their instructional

techniques, leading to improved student achievements. This observation is supported by Sims et al. (2023), who suggest that professional development centred around formative assessment and innovative pedagogical methods contributes to better outcomes in subjects such as Mathematics and Science.

In today's rapidly changing world, knowledge and skills acquired during initial teacher training are no longer adequate for sustaining effective classroom practice and meeting the evolving demands of learners (Valenza et al. 2025). This makes Continuing Professional Education a vital component in fostering teachers' growth, adaptability, and utmost workplace effectiveness and efficacy.

Continuing Professional Education (CPE), often referred to in the literature as professional development (PD) or continuing professional development (CPD), plays a crucial role in the 21st century. It necessitates that educators possess skills for effectively incorporating and adapting technology within their curricula and activities. This perspective is supported by Mishra and Koehler (2023), who assert that technology should be seamlessly integrated with teachers' pedagogical competencies. Furthermore, a report from UNESCO in 2018 highlighted that the implementation of Information and Communication Technology (ICT) significantly enhances both teaching and learning quality. Additionally, Nijakowska & Guz (2024) underlined the importance of training programs in assisting educators with the formulation of inclusive strategies.

With reference to Junior Secondary School (JSS) teachers, continuing education is specifically important, as they hold a strategic position in shaping the intellectual and moral foundation of adolescents. JSS teachers bridge foundational primary learning and subject-specialised senior secondary instruction while guiding early adolescents through critical cognitive, social and emotional development. At this very stage of schooling, students are highly susceptible. Their experience at this stage really has a long-term impact on their life. This stage requires teachers who are not only knowledgeable but also innovative, efficient, and capable of applying modern pedagogical approaches and various blended teaching styles.

Workplace effectiveness and efficiency in the teaching profession are reflected in improved student learning outcomes, higher levels of teacher motivation and commitment to duty and institution, as well as achievement of institutional goals. Nevertheless, in the absence of structured opportunities for continuing professional development, teachers are at risk of stagnation, diminished performance, and inability to cope with curriculum innovations and policy reforms. International meta-analytic studies depict that continuing professional development designs incorporating coaching, classroom observation and iterative feedback produce the largest effects on teaching practice and have measurable effects on student achievement (Sims et al., 2025). In contexts such as Nigeria, where education is fundamental for national development, equipping Junior Secondary School teachers

with adequate knowledge and skills through continuing professional education becomes an essential strategy for improving both teaching and learning processes.

Recent evaluations, however, indicate irregular implementation and variable effectiveness across states and localities, highlighting the gap between policy intention and what is obtainable in the classrooms. Empirical assessment of these national programmes underscores challenges such as inadequate execution, resource constraints, and weak monitoring systems; issues that have direct implications for vanguard teachers in local government areas (Osiesi, 2024).

Although multiple studies (Adeyemi, 2021; Olatunji & Akinbode, 2022; Okonkwo, 2023) have confirmed a positive relationship between ongoing professional education and the performance of teachers in the workplace, there has been insufficient empirical focus on junior secondary school teachers in the Ikorodu Local Government Area. This group operates within a unique socio-educational environment characterized by urbanization, infrastructural disparities, and diverse student populations. The impact of continuing professional education on these teachers' effectiveness and efficiency is still not thoroughly examined.

This study adopts a case-study approach to examine how Continuing Professional Education influences workplace effectiveness and efficiency among Junior Secondary School teachers in Ikorodu LGA. Specifically, it investigates (a) the types and formats of CPE activities that teachers have access to; (b) the extent to which CPE

involvement translates into observable changes and development in classroom practice and teacher self-efficiency; (c) barriers to effective use of professional development of teachers; (d) implications for policy and programme design that can strengthen the relationship between CPE and measurable workplace outcomes. By focusing on JSS teachers in Ikorodu, this study contributes to the relatively scant but growing literature that links CPE policy to sub-national implementation and classroom-level effects in Nigeria. Findings offer implementable perceptions on adapting CPE design with local constraints (such as time, incentives, and resource limitations) and strengthening monitoring and mentoring systems so that professional education brings about real improvements in teaching effectiveness, school efficiency and, ultimately, student learning experience and outcomes. Given the peculiarity of junior secondary school education in preparing adolescents for higher levels of learning and the labour market, striving for improvement in the efficiency of teachers through targeted CPE is both an educational and developmental mandate.

Statement of the Problem

It is widely accepted that education functions as the basis for national development, with teachers playing a crucial role in achieving educational objectives. However, the quality of education that students receive is closely linked to the level, proficiency, and ongoing professional development of educators. Particularly at the junior secondary school level in Nigeria, it is anticipated that teachers possess not only strong pedagogical skills

but also the ability to adapt to changing curricula, innovative teaching methods, and new educational technologies. Even with these expectations, there are growing concerns regarding a decline in many teachers' professional competencies due to limited involvement in continuing professional education (CPE) programmes.

In the Ikorodu Local Government Area of Lagos, both empirical data and anecdotal observations suggest that many junior secondary school teachers lack adequate exposure to or involvement in structured professional development programs. Several factors contribute to this situation, including a lack of institutional support, insufficient government funding, low motivation levels, inadequate training resources, and personal challenges faced by teachers, such as heavy workloads, work-life balance issues, and time constraints (Adebayo & Fashola, 2020; Olatunji & Akinbode, 2022). As a result of these obstacles, there may be a decline in instructional effectiveness, poor classroom management practices, and decreased productivity. These issues negatively impact students' academic performance and achievements and ultimately undermine the overall effectiveness of the educational system.

Additionally, the fast changing nature of the 21st century educational environment demands teachers who are not only masters of their crafts but also efficient, adaptable, and technologically competent. In the absence of professional education, numerous teachers trust in obsolete pedagogical practices that do not synchronize with the current competency-based curriculum and

digital learning expectations (Ogunlade, 2021; Ijaya & Yusuf, 2022). This scenario leads to professional stagnation, low teacher morale, and reduced innovation in classroom delivery.

This study aims to explore the connection between ongoing professional education and the effectiveness and efficiency of junior secondary school teachers in the Ikorodu Local Government Area. It seeks to evaluate how much current professional development programs enhance teachers' pedagogical skills, instructional performance, quality of delivery, and overall productivity within the educational system. Addressing this issue is vital for ensuring that teachers in Ikorodu are adequately prepared to meet the changing demands of Nigeria's educational landscape, thereby contributing to the achievement of sustainable development goals (Goal 4 - Quality Education) and making a significant impact on national development.

Purpose of the Study

The primary aim of this research is to analyse how ongoing professional development influences the effectiveness and efficiency of junior secondary school teachers in the Ikorodu Local Government Area. The specific goals include:

1. Assess the level of participation of junior secondary school teachers in continuing professional education programmes in Ikorodu LGA.
2. Determine the effect of continuing professional education on teachers' workplace effectiveness, which includes instructional delivery, classroom management, and learner performance.

3. Examine the relationship between continuing professional education and workplace efficiency of junior secondary school teachers.

levels between teachers who engage in continuing professional education programs and those who do not participate.

Research Questions

The research questions outlined below will shape the focus of the study:

1. To what extent do junior secondary school educators in Ikorodu Local Government Area engage in continuing professional education (CPE) initiatives?
2. In what ways does continuing professional education affect teachers' effectiveness in the workplace, particularly regarding instructional delivery, classroom management, and student engagement?
3. How is the involvement of teachers in continuing professional education related to their workplace efficiency, including aspects like time management, task completion, and resource utilization?

Research Hypothesis

The following null hypotheses were examined:

- There is no significant correlation between teachers' involvement in continuing professional education and their efficiency at work in junior secondary schools located in Ikorodu LGA.
- Continuing professional education does not serve as a significant predictor of teachers' overall performance in junior secondary schools within Ikorodu LGA.
- There is no notable difference in workplace effectiveness and efficiency

Methodology

This study employed a descriptive survey methodology to collect data, concentrating on junior secondary school teachers located in the Ikorodu Local Government Area of Lagos State. According to the Lagos State Ministry of Education (2024), approximately 1,250 educators are engaged in teaching at both public and private junior secondary schools in this area. This population includes instructors from diverse subject areas, representing various genders and levels of experience. A sample of 200 teachers was selected for the research utilizing a stratified random sampling method that accounted for school type (public or private) and gender to ensure representation. Within each stratum, participants were chosen through simple random sampling.

Questionnaires were distributed to all 200 selected individuals, resulting in 192 completed responses and achieving a response rate of 99%. These responses were gathered for further analysis, employing both descriptive and inferential statistical methods. Descriptive statistics included frequency counts and percentages related to demographic information. For inferential analysis, hypotheses were tested using Pearson Product-Moment Correlation, Chi-square (χ^2), and independent t-tests at a significance level of 0.05. Specifically, Pearson Product-Moment Correlation was used to analyse hypotheses 1 and 2; hypothesis 3 was assessed with Chi-square

(χ^2); while multiple independent t-tests were

Data Presentation and Discussion of Findings

This chapter outlines the results derived from analyzing the collected data. Below are the study's findings.

Demographic Characteristics of Participants

Gender	Frequency	Percentage (%)
Male	60	31.3
Female	132	68.7
Total	192	100

Age (in years)	Frequency	Percentage (%)
18 – 27	20	10.4
28 – 38	80	41.7
39 – 47	56	29.2
48 and above	36	18.7
Total	192	100

Highest Qualification	Educational Frequency	Percentage (%)
N.C.E	28	14.6
B.A.Ed./B.Sc	140	72.9
M.Sc./M.Ed	8	4.2
Others	16	8.3
Total	192	100

Teaching Experience (in years)	Frequency	Percentage (%)
1 – 5	56	29.2
6-10	64	33.3
11 – 15	28	14.6
16 and above	44	22.9
Total	192	100

conducted for hypothesis 4.

From Table I, it can be observed that among the participants, there were more females than males: specifically, out of the total of (192), (60) (31.(3%)) identified as male while (132) (68.(7%)) identified as female, indicating that although both genders contributed to the study, female participation exceeded male involvement.

Table I further breaks down ages: (20) participants (10.(4%)) fell into the (18-27) age range; (80) participants (41.(7%)) were between (28-38); (56) participants (29.(2%)) aged between (39-47); while (36) participants (18.(7%)) were aged 48 and above.

Regarding educational qualifications illustrated in Table I: there were (28) participants (14.(6%)) with NCE; (140) participants (72.(9%)) with B.A.Ed./B.Sc.; (8) participants (4.(2%)) with M.Sc./M.Ed.; and finally, (16) (8.3%) represent those with other certifications such as PGDE.

The teaching experience distribution highlighted that out of respondents: (56) (29.(2%)) had between (1-5,years;;64,(%33.{3}) had {6-10,years;;28,(%14.{6}) had {11-15,years;;&44,(%22.{9}) boasted over sixteen years respectively.

In conclusion concerning participant demographics indicates that their insights provide significant depth for this research endeavour.

The following null hypotheses were examined:

- There is no significant correlation between teachers' involvement in continuing professional education and their efficiency at work in junior secondary schools located in Ikorodu LGA.
- Continuing professional education does not serve as a significant predictor of teachers' overall performance in junior secondary schools within Ikorodu LGA.
- There is no notable difference in workplace effectiveness and efficiency

levels between teachers who engage in continuing professional education programs and those who do not participate.

Results and Discussion of Findings

Research Question 1: To what extent do junior secondary school teachers in Ikorodu Local Government Area participate in continuing professional education (CPE) programmes?

Table 2: Level of Engagement in Continuing Professional Education (CPE)

S/N	Statement	VO	O	S	R	N
1.	I attended in-service training organized by the Ministry of Education.	52 (27.1)	44 (23)	68 (35.4)	8 (4.2)	20 (10.4)
2.	I regularly participate in workshops and seminars on modern teaching methods.	48 (25)	76 (39.6)	48 (25)	12 (6.3)	8 (4.2)
3.	I engage in online professional development courses related to my subject area.	68 (35.4)	60 (31.3)	40 (20.8)	24 (12.5)	-
4.	My school encourages teachers to participate in continuing professional education.	100 (52.1)	72 (37.5)	12 (6.3)	4 (2.1)	4 (2.1)
5.	Personally, I invest in upgrading my professional qualifications	60 (31.3)	72 (37.5)	40 (20.8)	20 (10.4)	-

Note: Figures in parentheses are percentages
Table 2 shows that 52 (27.1%) of the participants agreed to very often and 44 (23%) agreed to often that they attended in-service training organized by the Ministry of Education while 68 (35.4%) of them agreed to sometimes, 8 (4.2%) of them agreed to rarely and 20 (10.4%) agreed to never with the statement. It was also noted that 48 (25%) of the participants agreed to very often and 76 (39.6%) agreed to often that they regularly participate in workshops and seminars on modern teaching methods while 48 (25%) of them agreed to sometimes, 12 (6.3%) of them agreed to

rarely and 8 (4.2%) agreed to never with the statement. Also, 68 (35.4%) of the participants agreed to very often and 60 (31.3%) agreed to often that they engage in online professional development courses related to their subject areas while 40 (20.8%) of them agreed to sometimes and 24 (12.5%) of them agreed to rarely with the statement. Furthermore, 100 (52.1%) of the participants agreed to very often and 72 (37.5%) agreed to often that their schools encourage teachers to participate in continuing professional education while 12 (6.3%) of them agreed to sometimes, 4 (2.1%) of them agreed to rarely and 4 (2.1%) agreed to never with the statement.

In addition, 60 (31.3%) of the participants agreed to very often and 72 (37.5%) agreed to often that personally, they invest in upgrading their professional qualifications while 40 (20.8%) of them agreed to sometimes and 20 (10.4%) of them agreed to rarely with the statement. With this result, it can be concluded that to a great extent, junior secondary school teachers in

Ikorodu Local Government Area participate in continuing professional education (CPE) programmes.

Research Question 2: How does continuing professional education influence teachers' workplace effectiveness in terms of instructional delivery, classroom management, and student engagement?

Table 3: Continuing Professional Education and Workplace Effectiveness

S/N	Statement	SA	A	U	D	SD
1.	CPE has helped me improve my lesson delivery and Instructional planning.	72 (37.5)	112 (58.3)	8 (4.2)	-	-
2.	I am more confident in integrating technology into my teaching now than ever before.	80 (41.6)	96 (50)	8 (4.2)	8 (4.2)	-
3.	My classroom management skills have improved through professional training.	100 (52.1)	92 (47.9)	-	-	-
4.	CPE enhances my ability to assess and evaluate students effectively.	68 (35.4)	104 (54.2)	20 (10.4)	-	-
5.	Professional development has improved my communication and interpersonal skills.	76 (39.6)	116 (60.4)	-	-	-

Note: Figures in parentheses are percentages
Table 3 shows that 72 (37.5%) of the participants strongly agreed and 112 (58.3%) agreed that CPE has helped them improve their lessons delivery and instructional planning while 8 (4.2%) of them were undecided with the statement. It was also noted that 80 (41.6%) of the participants strongly agreed and 96 (50%) agreed that they are more confident in integrating technology into their teaching now than ever before while 8 (4.2%) were undecided and 8 (4.2%) disagreed with the statement. Also 100 (52.1%) of the participants strongly agreed and 92 (47.9%) agreed that their classroom management skills have improved through professional training. Furthermore, 68 (35.4%) of the participants strongly

agreed and 104 (54.2%) of them agreed that CPE enhances their abilities to assess and evaluate students effectively while 20 (10.4%) participants were undecided. Also, 76 (39.6%) of the participants strongly agreed and 116 (60.4%) of them agreed that professional development has improved their communication and interpersonal skills. With this result, it can be concluded that continuing professional education influences teachers' workplace effectiveness positively in terms of instructional delivery, classroom management, and student engagement.

Research Question 3: What is the relationship between teachers' participation in continuing professional education and workplace efficiency (such as time management, task accomplishment, and utilisation of resources)?

Table 4: Continuing Professional Education and Workplace Efficiency

S/N	Statement	SA	A	U	D	SD
1.	I can manage my instructional time more efficiently now as a result of CPE exposure.	72 (37.5)	116 (60.4)	4 (2.1)	-	-
2.	I use teaching aids and digital tools more effectively after attending workshops.	72 (37.5)	96 (50)	20 (10.4)	-	4 (2.1)
3.	CPE helps me meet teaching deadlines and administrative tasks on time.	50 (26)	112 (58.3)	20 (10.4)	-	4 (2.1)
4.	I can manage larger class sizes with enhanced productivity.	84 (43.8)	80 (41.6)	24 (12.5)	4 (2.1)	-
5.	Continuous training has improved my problem-solving ability at work.	88 (45.8)	96 (50)	8 (4.2)	-	-

Note: Figures in parentheses are percentages

Table 4 shows that 72 (37.5%) of the participants strongly agreed and 116 (60.4%) agreed that they can manage their instructional time more efficiently now as a result of CPE exposure while 4 (2.1%) of them were undecided with the statement. It was also noted that 72 (37.5%) of the participants strongly agreed and 96 (50%) agreed that they use teaching aids and digital tools more effectively after attending workshops while 20 (10.4%) were undecided and 4 (2.1%) strongly disagreed with the statement. Also, 50 (26%) of the participants strongly agreed and 112 (58.3%) agreed that CPE helps them meet teaching deadlines and administrative tasks on time while 20 (10.4%) were undecided and 4 (2.1%) strongly disagreed with the statement. Furthermore, 84 (43.8%) of the participants strongly agreed and 80 (41.6%) of them agreed that they can manage

larger class sizes with enhanced productivity while 24 (12.5%) participants were undecided and 4 (2.1%) disagreed with the statement. Also, 88 (45.8%) of the participants strongly agreed and 96 (50%) of them agreed that continuous training has improved my problem-solving ability at work while 8 (4.2%) participants were undecided with the statement. With this result, it can be concluded that a positive relationship exists between teachers' participation in continuing professional education and workplace efficiency (such as time management, task accomplishment, and utilization of resource).

Test of Hypotheses

Hypothesis One: There is no significant relationship between teachers' participation in continuing professional education and their workplace efficiency in junior secondary schools in Ikorodu LGA.

Table 5: Correlation between teachers' participation in continuing professional education and their workplace efficiency

Variable		Continuing Professional Education	Workplace Efficiency
Continuing Professional Education	Pearson Correlation	1	.399**
	Sig. (2-tailed)	.000	.000
	N	192	192
Workplace Efficiency	Pearson Correlation	.399**	1
	Sig. (2-tailed)	.000	.000
	N	192	192

** . Correlation is significant (2-tailed).

$P = 0.000 < 0.05$

The results of Pearson product-moment correlation, as shown in Table 8, indicate a significant relationship between teachers' participation in continuing professional education and their workplace efficiency ($r = 0.399$, $p < 0.01$). From Table 8, the r-calculated value of 0.399 is greater than the p-value of 0.000. This shows that the relationship is positive, moderate and significant. Thus, the hypothesis is hereby

rejected. This finding indicates that there is a significant relationship between teachers' participation in continuing professional education and their workplace efficiency in junior secondary schools in Ikorodu LGA.

Hypothesis Two: Continuing professional education does not significantly predict teachers' overall performance in junior secondary schools in Ikorodu LGA.

Table 6: Chi-Square Analysis showing continuing professional education as predictor of teachers' overall performance

Variable	N	df	Mean	SD	X^2 -calc	Sig.
Continuing professional education as predictor of teachers' overall performance	192	12	13.61	0.490	47.236	0.002

$P < 0.05$; X^2 -critical = 21.03

Data in Table 9 showed a significant relationship between continuing professional education and teachers' overall performance, because the calculated value (47.236) is greater than the critical value (21.03) given 12 degree of freedom at 0.05 level of significance. Hence, continuing professional education significantly predict teachers'

overall performance in junior secondary schools in Ikorodu LGA, because null hypothesis was rejected.

Hypothesis Three: There is no significant difference in the level of workplace effectiveness and efficiency between teachers who participate in continuing professional education programmes and those who do not.

Table 7: Independent t-test analysis of difference in the level of workplace effectiveness and efficiency between teachers who participate in continuing professional education programmes and those who do not

Continuing Professional Education	N	Mean	SD	df	t-calc	t-tab	Decision
Yes	172	24.65	4.81	190	9.26*	1.98	H ₀₄ Rejected
No	20	3.17	1.22				

$p < 0.05$

Table 10 indicates that the value of $t_{(cal)}$ be 9.26, which is significant in the light of the fact that is greater than tabulated $t_{(tab)}$ value of 1.98 at 0.05 level of significance given 190 degrees of freedom. Consequently, the null hypothesis was rejected. This implies that there is a significant difference in the level of workplace effectiveness and efficiency between teachers who participate in continuing professional education programmes and those who do not.

Summary of Findings

Based on the examination conducted in this research, the results have been summarised as follows:

1. There is a significant relationship between teachers' participation in continuing professional education and their workplace effectiveness in junior secondary schools in Ikorodu Local Government Area.
2. There is a significant relationship between teachers' participation in continuing professional education and their workplace efficiency in junior secondary schools in Ikorodu LGA.
3. Continuing professional education significantly predicts teachers' overall performance in junior secondary schools in Ikorodu LGA.

4. There is a significant difference in the level of workplace effectiveness and efficiency between teachers who participate in continuing professional education programmes and those who do not.

Conclusion

It is evident from the findings of this study that continuing professional education significantly predicts teachers' overall performance in junior secondary schools in Ikorodu LGA. The level of participation in CPE by teachers is also vital in determining the quality of education obtainable at the junior secondary schools in Ikorodu LGA. The study also shows that workplace effectiveness and efficiency of teachers who participate in CPE is higher than that of those who do not engage in it.

Recommendations

Based on the findings of this study, the following were recommended:

1. Lagos State Ministry of Education and Teaching Service Commission (TESCOM) should make CPE a vital and compulsory part of teachers' personal lives by institutionalising regular CPE for teachers.
2. Lagos State Government and private school owners and organisations should provide adequate funding and incentives such as increments, recognition awards, or

- career advancement opportunities, including travel and exposure opportunities for teachers' professional development.
3. School-based and collaborative learning communities should be encouraged among teachers. These include professional learning communities and teacher support groups where they share experiences, display lessons, and reflect on classroom challenges frequently and periodically.
 4. Participation in Continuing Professional Education should be made a requirement for Promotion and Appraisal. Professional learning should be linked to career advancement and accountability.
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