

UNDERSTANDING HOW PROFESSIONAL DEVELOPMENT CORRELATES WITH JOB PRODUCTIVITY AMONG PUBLIC SENIOR SECONDARY SCHOOLS TEACHERS IN LAGOS STATE

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Abstract

This study examined the Professional Development as correlate of Teachers' job productivity in public senior secondary schools in Lagos State, Nigeria. The study adopted descriptive research design. The population of this study comprised of all the 8510 teachers, 652 Vice Principals and 326 Principals in the Public Senior Secondary Schools within the six Educational Districts in Lagos State, Nigeria. A-15 items Professional Development Questionnaire (PDQ) and 20-items Teacher's Job Productivity Questionnaire (TJPQ) was used to collect data for this research. Using split half method, Cronbach Alpha was used to measure the internal consistency co-efficient of the Professional Development and Teachers Job Productivity questionnaires. The 15 items on Professional Development show 71.4% reliability and the 20 items on Teachers Job Productivity shows 72.2% reliability, which means that all the items on the research instruments are reliable. Research questions were analysed using mean and standard deviation while the stated hypotheses were tested using Pearson's Product-Moment Correlation at 0.05 level of significance. Finding of the study shows that there is low level awareness and operation of Professional Development and Job productivity among teachers in Lagos State senior secondary schools, Nigeria; there is significant relationship between Professional Development on Job productivity among teachers in Lagos state senior secondary school, Nigeria; Based on these findings, it was recommended that professional development be encouraged among Lagos state secondary schools teachers to enhanced more teachers' job productivity.

Key Words: Professional Development, Teachers' Job Productivity, Secondary school Education

Introduction

In any developing country, including Nigeria, there is an ever increasing need for re-training of teachers in order to facilitate efficient and effective implementation of curriculum for teaching productivity and a functional Nigerian educational system. Similarly, the rate of academic development and the increasing demand with regards to knowledge-based economy and technology advancement require a constantly and regular update of the teaching workforce (Awodiji et al., 2020). The teaching profession is essentially based on knowledge, teaching strategies, education psychology, care, ethics and general conduct (Mukwevho et al., 2020). Teachers have been likened to artists, particularly when some literature refers to the process of teaching as being an art rather than a science. A teacher is the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge (Mukwevho et al., 2020). Teachers are capable of living and moulding the youths such that their power is paramount as they determine the fate of the society. Both teachers and parents live with the children for a long time and hence they

are capable of imparting knowledge, skills and values that cannot be easily challenged by the society (Dorner et al., 2021).

The teacher is an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development, (Gardiner, 2010). Meanwhile, Quality Education is the backbone of sustainable education which is the catalyst for national development and progress. Quality is the fitness of a product/service relevant to its purpose (Awodiji et al., 2020). Hence, quality in education should be based on teachers' input, and available infrastructural facilities in relation to output (students). The United Nations Children Education Fund (UNICEF, 2022) submitted that quality education is a function of the following: Quality learners, who are healthy, well-nourished and ready to learn; Quality learning environments, that are healthy, safe, and provide adequate resources and facilities; Quality content that is reflected in relevant curricula and materials for the acquisition of basic skills; Quality processes which involve trained teachers, child-centred teaching methods, well-managed classrooms and skilful assessment approaches which facilitate learning, Quality outcomes which include knowledge, skills, and attitudes which encourage positive participation in society. Quality education is not direct observable concept to qualify. According to the Education for All: Global Monitoring Report (EFA: GMR, 2015), the two principle characteristics must attempt to define quality in education: the first identifies learners' cognitive development as the major explicit objective of all education systems. The second emphasises education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development". Quality education is determined by how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits.

Framework for Action (2020) emphasised the need of a stimulating pedagogy. It is the teaching and learning process that brings the curriculum to life that determines what happens in the classroom and subsequently the quality of the learning outcomes. Quality in education can be regarded as the ability of an educational system to meet the ever-dynamic demand, requirements and expectations of educational customers (that is, students, teachers, parents, governments, employers and institutions) (OECD, 2022). Thus, teachers who are the bedrock of ensuring a quality Education system have to acquire required skills and are expected to be exposed to mentorship and training due to the changing in job content and environment which improves their Professional development and effective evaluation of their job productivity (Rahman et al, 2015).

Omar et al., (2017) defines professional development as the institutional policies, procedures and programmes that facilitate and support staff members so that they may fully serve their own and their institution's needs. Professional development is also defined as the process whereby an individual acquires or enhances the skills, knowledge and/or attitudes for improved practice (Darling-Hammond, 2020). Overall, professional development refers to processes and activities that change the professional knowledge, skills, attitudes and actions of individuals.

Teachers' Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It has been described as intensive and

collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to Teachers' professional development, including consultation, coaching, lesson study, mentoring, reflective supervision and technical assistance. (Omar et al., 2017), From the perspective of learning outcomes, defined Teacher Professional Development (TPD) as systematic approach to bring about change in the classroom practices of teachers, in terms of attitude, skills, knowledge and beliefs, and in the learning outcomes of students. Gardiner (2019) took a functionalist perspective and described TPD as technical processes that help teachers to provide better service to students. Jan (2017) regarded TPD as an essential aspect of quality that relates the individual teacher needs with the challenges of the job. The motivation of teachers to remain learners throughout their career underpins professional accountability and ensures responsibility and effective job productivity.

Productivity at work is the most pivotal factor among organisational factors as a requirement for teachers to plan, execute and monitor each single educational activity for the sake of school goal attainment (Utami, 2019). The ability of organisations to continue their operations and achieve their goals depends largely on employee productivity level. Job productivity is simply defined as all behaviours in which employees engage at work (Limon, 2020) or as measurable actions, behaviours and outputs directly engaged in or indirectly caused by employees to serve organisational objectives (Agus et al., 2021). In another definition, Chehrazi & Shafizadeh (2016) stated that job productivity is the expected total value of behavioural episodes displayed by the employee at a given period.

In this work, Teachers' job productivity is dealt with in a behavioural perspective (Utami et al., 2020) put forward some assumptions about job productivity. These assumptions can briefly be summarized as follows:

- i. Job productivity is behavioural which means that circumstances not controlled by the employee can be influential on it. In this sense, an approach based on only outcomes will not reflect the contribution to organizational objectives truly.
- ii. Job productivity is episodic which means that an employee can sometimes be engaged in activities that do not contribute to organizational objectives.
- iii. Job productivity is evaluative which means that behavioural episodes can display variance in terms of the extent of the contribution they provide for organizational objectives.
- iv. Job productivity is multi-dimensional. As stated in the last assumption above job productivity is multidimensional as it is based on the teacher job productivity framework (task productivity, contextual productivity and adaptive productivity) (Bhat and Beri, 2016).

To enhance Job productivity, educators are required to think and act different from the conventional practice leveraging on implementation of the principle of Mentorship Scaffolding and professional development to meet up with contemporary challenges facing the educational sector. Such as during the Covid-19 era. Then, school closures were announced, the world shifted and it became imperative for life long changes being witnessed majorly virtual teaching and learning. However, there will always be the need for teachers. But, will the teachers role need to be redefined? Absolutely! Those who refuse to pivot in this time of redefinition will quickly become irrelevant (Yusuf et al., 2020). But, how can school leaders begin preparing teachers for the shift while at the same time reimagining

instructional role? The starting point is professional development for all involved as most learners are “digital natives”, but many educators are “digital immigrants” (Pylväs et al., 2022). The only way to become proficient at any skill is to learn it and to practise it consistently. The question to ask; what are the skills that teachers need to access the digital world? Then, clear pathways should be created for all staff to access the digital learning world.

Retaining teachers in the profession may be key to the achievement of building “the whole child” (Wahab et al., 2020). The environments in which teachers work, and the demands placed upon them by society are increasingly complex. Teachers strive to equip learners with a wide range of skills that they will require to take their place in a world that is in constant evolution; this hastens the need for the development of more competence-centred approaches to teaching, together with greater emphasis on learning outcomes (Bartkowiak et al., 2022). Pupils and students are increasingly expected to become more autonomous learners and to take responsibility for their own learning. The learners in any class may come from an increasingly wide range of backgrounds and may have a very broad range of abilities hence the need for collaboration for effective job productivity.

The pivot in education is the teacher, if the teacher improves, the education system will improve because the quality of output by any institution is dependent on its teachers. It is important to say that teachers play a very significant role in determining the quality of education that children receive. According to Carvalho and Santos (2022) of all the resources in the educational system, the most vital educational resource is the teacher. Rahman et al. (2015) opined that teachers are highly essential for the successful operation of the educational system and serves as a key to productive and educational development. The essentiality of teachers calls for mentorship and professional development hence the investigation of the influence of these variables on job productivity in Lagos State Senior Secondary Schools, Nigeria.

Statement of the Problem

Education is a cornerstone of societal progress, and teachers play a crucial role in shaping the future of a nation. In Lagos State, Nigeria, the quality of education in public senior secondary schools is pivotal for the development and prosperity of the state and the nation as a whole. However, the productivity of teachers, who are at the forefront of the education system, is often influenced by various factors, including their exposure to professional development opportunities (Awodiji et al., 2020).

Despite the significance of professional development in enhancing teaching skills and job performance, there exists a dearth of comprehensive research examining its impact on the job productivity of teachers in public senior secondary schools in Lagos State. While individual studies have explored these elements separately, an integrated understanding of how professional development affects teachers’ productivity remains limited.

This study aims to address this gap by investigating the correlation between professional development and job productivity of teachers in public senior secondary schools in Lagos State, Nigeria. Thus, the question of how professional development programs can be tailored to meet and resolve challenges faced by teachers in secondary school system in Lagos and in turn maximize teacher productivity becomes critical.

Purpose of the Study

The main purpose of this study was to examine the correlation between professional development and job productivity among teachers in public senior secondary schools in Lagos State, Nigeria. Further to this, other specific objectives includes to:

1. Ascertain the level of awareness and operation of professional development among teachers in Lagos State Senior Secondary Schools, Nigeria.
2. Ascertain the level of Job Productivity among teachers in Lagos State senior secondary schools, Nigeria.
3. Determine the relationship between professional development and job productivity among teachers in Lagos State senior secondary schools, Nigeria.

Research Questions

Based on the purpose of the study, the following research questions were raised to guide the study:

1. What is the level of awareness and operation of professional development among teachers in Lagos State Senior Secondary Schools, Nigeria?
2. What is the level of Job productivity among teachers in Lagos State senior secondary schools, Nigeria?
3. Is there any relationship between professional development and job productivity among teachers in Lagos State Senior Secondary Schools, Nigeria?

Research Hypotheses

The following null hypothesis is formulated and tested at 0.05 level of significance:

HO₁: There is no significant relationship between professional development and Job productivity among teachers in Lagos state senior secondary school, Nigeria.

Methodology

This study adopted descriptive research design. The population of this study comprised of all the 8510 teachers, 652 Vice Principals and 326 Principals in the Public Senior Secondary Schools within the six Educational Districts in Lagos State, Nigeria. Total sample of 370 teachers, 196 Principals, and 248 Vice Principals were selected from the six Education Districts in Lagos State (namely Education District I, II, III, IV, V and VI) using Research Advisor Standard Sample Table.

Table 1: The sample size of Principals, Vice Principals and Teachers selected from the Education Districts in Lagos State, Nigeria.

S/N	Education District	Principals and Vice Principals	Teachers	Total Number
1	Education District I	65	43	108
2	Education District II	72	52	124
3	Education District III	45	25	70
4	Education District IV	91	37	128
5	Education District V	102	98	200
6	Education District VI	37	103	140
Total		412	358	770

The research instruments used for this study are two self-structured questionnaires: Professional Development Questionnaire (PDQ) which was responded to by Teachers (shows 71.4% reliability). Another instrument is Teacher's Job Productivity Questionnaire (TJPQ) filled by the Principals and Vice Principals (shows 72.2% reliability). The biographical data were analysed using simple percentage. Research questions were answered using mean and standard deviation with graphical representations while research hypotheses were tested using Pearson's Product-Moment Correlation and linear regression analysis on Statistical Package for Social Sciences (SPSS) version 23.

Bio-data

Descriptive Statistics

Table 2: Distribution of the respondents Based on Education districts (Principals and Vice Principals).

Count of Education District	
Education District 1	65
Education District 2	72
Education District 3	45
Education District 4	91
Education District 5	102
Education District 6	37
TOTAL	412

Table 2 shows the distribution of respondents based on Education Districts (Principals and Vice Principals). The result shows that 16% of the respondents were from District 1, 17% were from District 2, 11% were from District 3, 22% were from District 4, 25% were from District 5, while 9% were from District 6. Table 2 further shows that the percentage of respondents in Education District 5 were more than others.

Table 3:

Distribution of the respondents Based on Education districts (Teachers).

Count of Education District	
Education District 1	43
Education District 2	52
Education District 3	25
Education District 4	37
Education District 5	98
Education District 6	103
TOTAL	358

Table 3 shows the distribution of respondents based on Education Districts (Teachers). The result shows that **12%** of the respondents were from District 1, **15%** were from District 2, **7%** were from District 3, **10%** were from District 4, **27%** were from District 5, while **29%** were from District 6. Table 3 further shows that the percentage of respondents in Education District 6 was more than others.

Table 4:
Distribution of respondents based on local Government in which schools are located

Local Government in which your School is Located	Count of Local Government in which your School is Located
Agege	24
Ajeromi Ifelodun	21
Alimosho	24
Amuwo-Odofin	35
Apapa	17
Badagry	33
Epe	6
Eti-Osa	4
Ibeju-Lekki	13
Ifako-Ijaye	16
Ikeja	14
Ikorodu	15
Kosofe	27
Lagos Island	23
Lagos Mainland	30
Mushin	12
Ojo	13
Oshodi/Isolo	11
Shomolu	30
Surulere	44
TOTAL	412

Table 4 shows the distribution of respondents based on local Governments in which schools are located. The result shows that **6%** of the respondents were from Agege, **5%** were from Ajeromi Ifelodun, **6%** were from Alimosho, **8%** were from Amuwo Odofin, **4%** were from Apapa, **8%** were from Badagry, **1%** were from Epe, **1%** were from Epe, **1%** were from Eti Osa, **3%** were from Ibeju Leki, **4%** were from Ifako-Ijaye, **3%** were from Ikeja, **4%** were from Ikorodu, **7%** were from Kosofe, **6%** were from Lagos Island, **7%** were from Lagos Mainland, **3%** were from Mushin, **3%** were from ojo, **3%** were from Oshodi/Isolo, **7%** were from Shomolu, while **11%** were from Surulere. Table 4 further shows that the percentage of respondents in Schools located at Surulere Local Government was more than others.

Table 5:
Distribution of respondents based on principals and vice principals' teaching experience in the six education district (Principals & vice Principals).

Teaching Experience	Count of Teaching Experience
11-20 years	132
21-30 years	139
31 and Above	141
TOTAL	412

Table 5 shows the distribution of respondents based on the teaching experience of principal and vice principal. The result shows that **32%** of the respondents were in the range of 11 – 20yrs of teaching experience, **34%** were in the range of 21 -30yrs teaching experience, while **34%** of them were in the range of 31 & above of teaching experience. **Table 5** further shows that the percentage of respondents which intervals are between the range of 21 -30yrs and (31 and above) years have the largest population.

Table 6:

Distribution of respondents based on principals and vice principals’ teaching experience in the six education district (teachers).

Teaching Experience	Count of Teaching Experience
1 - 10 years	143
11 - 20 years	95
21 - 30 years	79
31 and above	41
Total	358

Table 6 above shows the distribution of respondents based on the teaching experience of the teachers. The result shows that **40%** of the respondents have 1 – 10yrs) range of teaching experience, **27%** have the range of 11 -20yrs teaching experience, **22%** have the range of 21 - 30yrs teaching experience while **11%** of them have the range of 31 and above years of teaching experience. **Table 6** further shows that the percentage of respondents which intervals are between the ranges of 1 -10yrs have the largest population.

Table 7:

Distribution of respondents based on the age bracket of principals and vice principals in the six education district.

Age Bracket	Count of Age Bracket
26-30 years	8
31-35 years	24
36-40 years	41
41-45 years	51
46-50 years	70
51-55 years	102
56-60years	116
TOTAL	412

Table 7 above shows the distribution of respondents based on the age bracket of principals and vice principals. The result shows that **2%** of the respondents have the interval of 26–30yrs of age, **6%** were between 31-35yrs of age, **10%** were between 36-40yrs of age, **12%** were between 41-45yrs of age, **17%** were between 46-50yrs of age, **25%** were between 51-55yrs of age, while **28%** were between 56-60yrs of age. **Table 7** further shows that the percentage of respondents which age intervals are between the ranges of 56-60yrs have the largest population.

Table 8:

Distribution of respondents based on the age bracket of teachers in the six education district.

Age Bracket	Count of Age Bracket
26-30 years	27
31-35 years	41
36-40 years	95
41-45 years	83
46-50 years	72
51-55 years	35
56-60years	5
TOTAL	358

Table 8 above shows the distribution of respondents based on the age bracket of teachers. The data shows that **8%** of the respondents were in the interval of 26–30yrs of age, **11%** were between 31-35yrs of age, **27%** were between 36-40yrs of age, **23%** were between 41-45yrs of age, **20%** were between 46-50yrs of age, **10%** were between 51-55yrs of age, while **1%** were between 56-60yrs of age. **Table 8** further shows that the percentage of respondents which age intervals were between 36-40yrs have the largest population.

Table 9:

Distribution of respondents based on educational qualifications of principals and vice principals in the six education district.

Educational Qualifications	Count of Educational Qualifications
B.Ed/ B.A (Ed) / BSc (Ed)	259
M.A / M.Ed / MSc	126
PhD	27
TOTAL	412

Table 9 shows the distribution of respondents based on educational qualifications of principals and vice principals. The data shows that **6%** of the respondents were certified with PHD certificate, **31%** were M.A / M.Ed / MSc holders, while **63%** of them were B.Ed/ B.A Ed / BSc (Ed) holders. **Table 9** further shows that the percentage of respondents

certified with B.Ed/ B.A (Ed) / BSc (Ed)) holders were more than others in the education districts.

Table 10:

Distribution of respondents based on educational qualifications of teachers in the six education district.

Educational Qualifications	Count of Educational Qualifications
B.Ed/ B.A (Ed) / BSc (Ed)	222
M.A / M.Ed / MSc	119
NCE	11
PhD	6
TOTAL	358

Table 10 shows the distribution of respondents based on educational qualifications of teachers. The result shows that **62%** of the respondents were certified with B.Ed/ B.A (Ed) / BSc (Ed) certificate, **33%** were M.A / M.Ed / MSc holders, **3%** were (NCE) holders while **2%** of them were (PHD) holders. **Table 10** further shows that the percentage of respondents certified with B.Ed/ B.A (Ed) / BSc (Ed) holders were more than others in the education districts.

Answering of research questions

Answer to research questions one:

What is the level of professional development among teachers in Lagos state senior secondary schools, Nigeria?

The answer to the question is presented in table 2

Table 11:

The level of professional development among teachers in Lagos state senior secondary schools, Nigeria.

	N	Mean	Std. Deviation
		27.5	9.692
Valid N (listwise)	351		
Weighted Mean		2.63	

Table 11 above provides data for the answers to research question two. From the analysis above, the selected options was chosen by the respondents from the given items to know the level of professional development among teachers in Lagos state senior secondary schools, Nigeria. Based on the research, the total mean level of professional development among teachers is **27.5** with standard deviation of **9.692** and weighted mean of **2.63**.

Therefore, the research finds out that the mean of each item is below the average of the weighted mean. However, we can therefore conclude that there is low level of professional development among teachers in Lagos state senior secondary schools, Nigeria.

Answer to research questions two:

What is the level of Job productivity among teachers in Lagos State senior secondary schools, Nigeria?

The answer to the question is presented in table 3

Table 12:
The level of Job productivity among teachers in Lagos State senior secondary schools, Nigeria.

	N	Mean	Std. Deviation
Valid N (listwise)		37.51	12.577
	412		
Weighted Mean		2.98	

Table 12 above provides data for the answers to research question three. From the analysis above, the selected options was chosen by the respondents from the given items to know the level of Job productivity among teachers in Lagos State senior secondary schools, Nigeria. Based on the research, the total mean level of Job productivity among teachers is **37.51** with standard deviation of **12.577** and weighted mean of **2.98**.

Therefore, the research finds out that the mean of each item is below the average of the weighted mean. However, we can therefore conclude that there is low level of Job productivity among teachers in Lagos State senior secondary schools, Nigeria.

Test of hypothesis

Hypothesis one

H₀₁: There is no significant relationship between professional development and Job productivity among teachers in Lagos State Senior Secondary Schools, Nigeria.

Table 13:
Relationship between professional development and Job productivity among teachers in Lagos State Senior Secondary Schools, Nigeria.

Correlations			
		Professional Development of Teachers	Teachers' Job Productivity
Professional Development of Teachers	Pearson Correlation	1	-.044
	Sig. (2-tailed)		.404
	N	358	358
Teachers' Job Productivity	Pearson Correlation	-.044	1
	Sig. (2-tailed)	.404	

Table 13 shows the significant relationship between professional development and Job productivity among teachers in Lagos State Senior Secondary Schools, Nigeria.

The relationship was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a negative correlation (relationship) between the two variables, ($r = -.044$, $n = 358$, $p > .0005$) i.e. high levels of professional development associated with low levels of Job productivity among teachers.

Furthermore, we can therefore reject the null hypothesis that stated that there is no significant relationship between professional development and Job productivity among teachers in Lagos State Senior Secondary Schools, Nigeria.

Summary of Findings: The study found that:

1. there is low level of professional development among teachers in Lagos state senior secondary schools, Nigeria;
2. there is low level of Job productivity among teachers in Lagos State senior secondary schools, Nigeria;
3. there is significant relationship between professional development and Job productivity among teachers in Lagos State Senior Secondary Schools , Nigeria;

Discussion of Findings

The study's primary objective was to look into the correlation between professional development and job productivity among teachers in public secondary schools in Lagos State, Nigeria. The study's result also revealed that the level of professional development among teachers in Lagos state senior secondary schools, Nigeria is also low. This is related to the argument done by Dorner et al., (2021) that little is done to promote the teacher's professional development (TDP) because in the twenty-first century, when so much is known about the skills and knowledge that teachers need to learn and practice in and outside of teaching, yet professional development is not of great importance. On the contrary, Awodiji et al., (2020) that teachers employed by Nigerian Federal and State Governments are usually mobilised and encouraged to advance their skills and knowledge through training, workshop, seminars etc.

The findings shows that the level of Job productivity among teachers in Lagos State senior secondary schools, Nigeria is low. These clarifications are in line with the opinion of Limon (2020), he argued that for effective teachers' job productivity to be achieved by teachers, it must be viewed from three dimensions (task performance, contextual performance and adaptive performance) as developed by Bhat and Beri (2016) which include preparation for the lesson, instruction, student evaluation, commitment, extracurricular activities, effective monitoring and inspection, effective leadership, motivation and discipline. Kafui Agbozo, (2017) on the contrary, opines that teachers in Nigerian schooling system has improved overtime due to continuous training and supervision. The result of their improvement is evident in the appreciation of student performance in both internal and external examination.

This study also shows that there is significant relationship between professional development and Job productivity among teachers in Lagos State secondary schools, Nigeria. The findings of this study is in agreement with the study of Thahir et al. (2021),

teachers job productivity is measured through their teaching performance which is a pedagogical practice that can be observed and manifested in the teacher when the teacher expresses competence and is related to the expected learning achievement, that is, the intentionality of education and the implementation of the tasks given.

Conclusion

In conclusion, the study highlights the crucial role of professional development in enhancing teachers' productivity in Lagos State Senior Secondary Schools, Nigeria. The findings demonstrate that when teachers receive adequate professional development, they experience positive outcomes in various aspects of their teaching, leading to increased productivity. The study's results align with existing research emphasizing the significance of professional development in improving teaching practices and student achievement. Therefore, it is crucial for educational institutions and policymakers in Lagos State to prioritize investment in professional development initiatives.

The study reveals that continuous professional development opportunities, such as workshops, seminars, conferences, and online courses, play a vital role in improving teachers' productivity. These activities allow teachers to update their knowledge, acquire new instructional strategies, and engage in meaningful professional dialogue and networking.

Recommendations

Based on the study's findings, the following recommendations are provided to support professional development and teachers' productivity in Lagos State Senior Secondary Schools:

Based on the study's findings, the following recommendations are provided to support professional development and teachers' productivity in Lagos State Senior Secondary Schools:

- 1. Foster a culture of continuous professional development in order to improve the level of professional development among secondary school teachers:** Schools and educational authorities should create an environment that promotes ongoing professional development. This can be achieved by providing teachers with diverse and relevant opportunities for learning and growth. Offering a mix of in-person and online training, collaborative learning communities, and access to educational resources will help teachers stay updated with current research, trends, and best practices in their field.
- 2. Collaborate with external partners and organizations in order to improve teachers' Job Productivity:** Schools can enhance their mentorship and professional development programmes by collaborating with external partners, such as universities, non-profit organizations, and educational institutions. These partnerships can provide access to expertise, resources, and specialized training programmes, enriching the professional development opportunities available to teachers.
- 3. Develop a long-term sustainable approach to encourage professional development which will in turn improve job productivity among teachers:** This should be viewed as ongoing processes rather than one-time events. It is essential to develop a long-term sustainable approach that ensures continuous support and growth opportunities for teachers

throughout their careers. This may involve establishing a professional development framework with a clear progression pathway, regular needs assessments and productivity supervision and evaluation plan.

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