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**TEACHERS' SERVICEABILITY AS PREDICTED BY TRAINING AND PEER  
COLLABORATION IN PUBLIC SECONDARY SCHOOLS IN LAGOS STATE**

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**TEACHERS' SERVICEABILITY AS PREDICTED BY TRAINING AND PEER COLLABORATION IN PUBLIC SECONDARY SCHOOLS IN LAGOS STATE**

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**Abstract**

Our teachers' unshakable commitment and serviceability are at the heart of educational achievement. Teachers play numerous roles in determining not just academic outcomes, but entire student development which necessitates the continuous need for development and collaboration. Based on this, this study investigated teachers' serviceability as predicted by training and peer collaboration in public senior secondary schools in Lagos State, Nigeria. The study was anchored by Human Capital Theory. Two research hypotheses guided the study. The descriptive survey research design was adopted. Multi-stage sampling procedure was used to select 460 teachers for the study out of a population of 8956. Two research instruments titled "Teaching and Learning International Survey (TALIS) on Professional Development (PD) Questionnaire" and "Instructor Self-Evaluation Survey (ISES) Questionnaire" were used to collect data for the study. Pearson Chi-Square was used to test the hypotheses at a 0.05 significance level. Data processing and analysis were performed using IBM Statistical Package for the Social Science (SPSS) version 22 software. The study revealed that there was a significant influence of training and peer collaboration on teachers' serviceability. Consequently, the study recommended among others that a school culture that supports collaboration among teachers should be developed and government should implement frequent training programmes.

**Introduction**

Teachers' serviceability which is the educational services the teacher renders emphasize their effectiveness, preparedness for change, innovativeness, increased empathy, enhanced student engagement, and the overall capacity of the teacher to meet the diverse needs of the students and the educational system. Quality service delivery is one of the key elements in any educational

system and the teachers provide the essential services. Teacher serviceability involves all the activities performed by the teachers for the school goals and objectives to be achieved. Teachers therefore render different services for the actualization of education and national development, which include; instructional activities, student evaluation, teacher-student interaction, guidance and counseling services, students' discipline, and engaging students in co-curricular activities (Adeyemi, 2010). The teacher's duty is to deliver services in the form of teaching as teaching entails articulating, facilitating, and inculcating into the learner's attitudes for socio-economic development and nation-building. In carrying out the above effectively, there is a need for teachers to be engaged in continuous training and peer collaboration.

Training seems to be one of the factors that help to improve the ability and knowledge level of the teacher. It can be defined as an organized activity set up to help employees acquire knowledge to improve their productivity. Training is another method channel towards human capital development which helps employees learn and improve their skills, competencies, knowledge, and creative abilities. Teacher training is a process to get the required skills to impact the students in a particular subject. It therefore means that the acquisition of the necessary skills and knowledge will aid teachers in performing their duties effectively. A trained teacher is equipped with more skills, knowledge, and techniques to be applied for better student performance. A teacher who has undergone training has the skill to impact and implement the various teaching methods effectively to bring about the desired change in students while an untrained teacher cannot produce effective results. In addition to formal training, peer collaboration plays a significant role in further enhancing the impact and serviceability of teachers in the classroom.

Peer collaboration is an educative method that involves colleagues working together to share ideas, expertise, and skills as well as brainstorming on ways to enhance teaching and learning and updating their knowledge on a particular subject matter. Peer collaboration between or among staff promotes learning and respect because each contributes to the teaching and learning process. Teachers interacting together increases their performance in class which has a positive effect on their overall serviceability. Horn (2006) sees peer collaboration as an avenue for teachers to be involved in intellectual interaction thereby transforming abstract pedagogical ideas into concrete realities. Peer collaboration aside from being a component of career development, strengthens bonds between and among teachers leading to strong teamwork, it fosters cordial relations and also peace and understanding among teachers. The impact of the exposure to ample career development

opportunities seems to indicate the importance of training and peer collaboration to teachers in rendering quality services to the students, thereby enriching the educational experiences of students. To examine factors influencing teachers' serviceability in addressing the unique needs of the students, fingers seem to be directed to training and peer collaboration. Thus, it becomes imperative to investigate teachers' serviceability as predicted by training and peer collaboration in public senior secondary schools in Lagos State.

### **Statement of the Problem**

The concept of teacher serviceability, which symbolizes the educational services teachers provide shows their effectiveness, adaptability, inventiveness, empathy, and student engagement. This idea is vital in understanding a teacher's ability to meet the different demands of both students and the educational system. The government's dedicated efforts to enhance education in Lagos State, including significant resource allocation, have not resolved persistent issues with examination practices failing to reflect students' true understanding. Teachers, facing immense pressure to meet curriculum demands and ensure student success, might lead to unintentional support during examinations, compromising the integrity of the assessments. This problem became strikingly apparent during the marking of the 2023 West African Senior School Certificate Examination (WASSCE), where many students submitted remarkably similar answers, varying only in the order of questions answered. This alarming pattern suggests a potential lack of confidence in the student's ability to succeed independently. This observation aligned with Manafa's findings in 2020, which indicated that secondary school teachers in Lagos State often failed to meet performance expectations. Various factors contributed to this problem, including the significant pressures teachers faced, making it difficult for them to maintain optimal instructional delivery, prepare classes promptly, attend consistently, and assess students effectively. Consequently, these issues undermined the overall serviceability of teachers, compromising the quality of education and the accuracy of student assessments. To address this, the study investigated pedagogical autonomy, career development opportunities, and teachers' serviceability in Lagos State public secondary schools.

### **Purpose of the Study**

The purpose of the study was to examine teachers' serviceability as predicted by training and peer collaboration in public senior secondary schools in Lagos State, Nigeria. Specifically, the study seeks to:

1. examine the influence of training on teachers' serviceability;
2. ascertain the influence of peer collaboration on teachers' serviceability.

### **Research Hypotheses**

The following null hypotheses were formulated and tested in the study:

1. There is no significant influence of training on teachers' serviceability.
2. Peer collaboration does not significantly influence teachers' serviceability.

### **Literature Review**

#### **Training**

The area of education is at a turning point where creating a dynamic learning environment and providing high-quality training are crucial. Educators are essential to this endeavour because they are the backbones of knowledge transmission and because they are crucial to the overall development of students. As the educational landscape evolves, so do the demands placed upon teachers, necessitating a continuing commitment to refining their abilities, extending their subject matter expertise, and adapting to innovative pedagogical approaches. This process not only improves teachers' proficiency but also can affect their longevity and effectiveness in the classroom (Jayanthi, Jeya & Rajesh, 2023). Training is a significant aspect of the development of human resources, occupying a central place among many activities in people management (Dietz & Zwick, 2021). Training according to Adejor, Akogwu, and Ameh (2010) refers to the instructional and learning activities conducted with the principal objective of assisting individuals within an organization in gaining and applying the necessary knowledge, skills, abilities, and attitudes required for a specific job. Training is a process intended to strengthen educators' knowledge, abilities, and attitudes to increase their efficacy in the classroom. It comprises purposeful and methodical efforts meant to educate teachers with the tools they need to flourish in their positions, eventually leading to improved student outcomes. One key part of teacher preparation is keeping them current on the newest educational ideas, techniques, and technology breakthroughs. Continuous learning ensures that instructors remain effective facilitators of information, adjusting their techniques to match current educational trends.

This is particularly pertinent in an era where education is affected by rapid technological breakthroughs and developing pedagogical methods. In today's society, training has become increasingly necessary, especially to satisfy the expanding demands within the teaching profession. Its relevance is in its potential to develop the skills and talents of instructors (Hamdani, Zill-e-Huma, Warraitch, Suleman, Muzzafar, Minhas, & Wissow, 2021). As emphasized by Akpakwu (2008), a range of teacher training programs is available, including but not limited to in-service

training, sandwich programs, revision courses, seminars, workshops, correspondence programs, and conferences. These different training methodologies seek to boost instructors' competency and enhance their effectiveness in work performance. Effective teacher training also focuses on enhancing teaching practices.

### **Peer Collaboration**

Peer collaboration refers to a cooperative and helpful interaction among instructors to boost professional growth, improve instructional techniques, and ultimately favourably affect job performance. This collaborative approach acknowledges the pooled expertise within a teaching community and exploits the skills of individual instructors to benefit the entire team. Teacher interaction has a vital role in shaping teacher performance, adding considerably to on-the-job effectiveness. This interaction comprises collaborative sessions when teachers get together to deliberate about their work and analyze strategies to better their professional practices (Meyer, Hartung-Beck, Gronostaj, Krüger & Richter 2022; Vangrieken, Dochy, Raes & Kyndt 2015). It acts as a catalyst for enhancing the teaching-learning process and encouraging a proactive attitude to professional practice. Teacher interaction is a relational process when educators participate in talks regarding their ideal professional engagements or realistic practices, eventually striving to augment their efficacy in their professions. This technique turns the individualistic approach of teaching into a more sophisticated and helpful one via continual talks and exchanges of professional experiences.

Onyekwere (2013) stressed the influence of collaboration on task efficiency, stressing its relevance for organizational success. Efficient inter-professional collaboration efforts are acknowledged as key instruments for accomplishing corporate goals. The underlying notion of peer cooperation is built on the belief that teachers may learn and improve by sharing their experiences, thoughts, and techniques with their colleagues. This collaborative endeavour goes beyond standard professional development approaches, stressing a more dynamic and reciprocal exchange of information and skills among peers. Additionally, Orebiyi and Orebiyi (2011) pointed out that interpersonal interactions, encompassing the exchange of information between employees, peers, and top management staff, can significantly influence various aspects of employees' psychological job output, including job satisfaction, organizational commitment, burnout, and turnover intentions. They state that interaction helps teachers obtain insights and information about the backgrounds,

experiences, attitudes, and behaviors of their colleagues. According to them, when interactions lead to the creation of friendships, it favourably benefits the growth of schools and teachers.

### **Theoretical Framework**

#### **Human Capital Theory (HCT) by Gary Becker and Theodore Schultz in the 1960s.**

Human Capital Theory (HCT) came up as a transformative notion in the area of economics, principally attributable to the pioneering work of Gary Becker and Theodore Schultz, two renowned neoclassical economists from the Chicago School. Their pioneering conclusions in the 1960s challenged traditional economic perspectives and altered the concept of education and training in connection to productivity and economic growth. In the early 1960s, the economic landscape was ready for new ideas that might explain the increasing complexity of modern economies. Gary Becker, in his seminal work "Human Capital" (1964), established the innovative notion that education and training should not be considered only as consumption items but as important expenditures that might considerably boost an individual's productivity and earning potential. Becker's analysis found parallels between investments in physical capital, such as machinery and infrastructure, and investments in human capital, such as skills, knowledge, and competencies. Theodore Schultz further refined these concepts in his landmark 1961 presidential address to the American Economic Association. Schultz highlighted the role of education in promoting economic progress, arguing that human qualities are as crucial as physical resources in attaining economic development. He contended that developments in education and training were vital to boosting the productivity of workers, hence contributing to overall economic progress.

This theory is relevant to the study in that it highlights the need for training and capacity development to increase teachers' productivity and to help their growth in the school. Investing in teachers through different pieces of training such as in-service training, attendance at conferences, seminars, and workshops and also encouraging them to acquire higher degrees through education will improve their knowledge on the subject matter, improve their productivity, and also be of great benefit to the students because it will cause a spontaneous improvement in their academic performance. The relevance of this theory to this study is for the school to consider the teachers as an organizational capital that needs investment in education, training, and professional development to boost productivity. An investment that is aimed towards the proper direction will not only help the teacher in the areas of enhanced skills and performances, but it will also

contribute to professional growth, higher confidence in the teacher, and increased students' academic achievement.

### **Methodology**

The design adopted for the study was a descriptive survey research design. This design was considered appropriate because it dealt with data collection to describe and interpret existing conditions. The target population is all teachers in public secondary schools in Lagos State which was 8956. The sample of this study comprised 460 teachers in public senior secondary schools. This study applied a stratified sampling technique to select public senior secondary schools in each Local Government Area that makes up each district, then a proportionate random sampling technique was used to select the actual participants 460. This is to ensure that teachers in each District were selected proportionately for the study. The instrument used for the study was a questionnaire titled Teachers' Serviceability as Predicted by Training and Peer Collaboration Questionnaire (TSPTPQ)". The instrument consisted of two standardized instruments namely: Teaching and Learning International Survey (TALIS) on Professional Development (PD) and Instructor Self-Evaluation Survey (ISES). The adapted TALIS questionnaire on professional development was a 10-item questionnaire with a 4-point Likert-type scale of very high, high, moderate, and low, while the ISES which was also adapted was a 10-item questionnaire with a 3-point Likert-type scale of never, sometimes, and always. In determining the reliability of the instrument, a pilot survey was carried out with 40 teachers in the Mainland Local Government area of Lagos State, Nigeria, who were not part of the study but shared the same characteristics as the sample. The responses from the pilot study participants were accurately scored and subsequently evaluated using Cronbach's Alpha reliability coefficient test in the statistical software IBM SPSS version 22.0. The following Cronbach Alpha coefficient values were obtained: **TALIS on PD** with 10 items (0.82) and **ISES** with 10 items (0.67). Therefore, the use of the instruments was justified by confirming their reliability. The two hypotheses were tested using Pearson Chi-Square at a 0.05 level of significance.



## Results

**H<sub>01</sub>:** Training does not significantly influence teachers' serviceability.

**Table 1: Influence of Training on Teachers' Serviceability**

Variable	Mean	SD	N	Df	$\chi^2$	p-value	Decision
Training	2.62	0.64	460	266	614.255	.000	Reject H <sub>0</sub>
Teachers' Serviceability	2.21	0.44					

### **P < .05**

Table 1 showed the results of the Chi-Square used to determine the influence of training on teachers' serviceability. The information in the table showed that  $\chi^2$ -cal. for training on teachers' serviceability in public secondary schools was  $\chi^2 = 614.255$  with  $df = 247$  at  $p < .05$ . The null hypothesis, which stated that there was no significant influence of training on teachers' serviceability in public secondary schools in Lagos State, was rejected since  $p < .05$ . This indicated that there was a significant influence of training on teachers' serviceability. This finding suggested that training enhances teachers' skills, competencies, and overall effectiveness in carrying out their educational responsibilities.

**H<sub>05</sub>:** Peer collaboration does not significantly influence teachers' serviceability.

**Table 2: Influence of Peer Collaboration on Teachers' Serviceability**

Variable	Mean	SD	N	Df	$\chi^2$	p-value	Decision
Peer Collaboration	2.87	0.67	460	247	779.001	.000	Reject H <sub>0</sub>
Teachers' Serviceability	2.21	0.44					

### **P < .05**

Table 2 showed the results of the Chi-Square used to determine the influence of peer collaboration on teachers' serviceability. The information in the table showed that  $\chi^2$ -cal. for the influence of peer collaboration on teachers' serviceability in public secondary schools was  $\chi^2 = 779.001$  with  $df = 228$  at  $p < .05$ . The null hypothesis, which stated that peer collaboration did not significantly influence the serviceability of teachers in public secondary schools in Lagos State, was rejected since  $p < .05$ . This indicated that there was a significant influence of peer collaboration on teachers' serviceability. This finding suggested that collaborative practices among teachers, such as sharing ideas, resources, and teaching strategies, contribute significantly to improving their effectiveness and overall performance in the classroom.

## **Discussion of Findings**

The results from hypothesis one established a significant influence of training on teachers' serviceability in Lagos State public senior secondary schools. This implied that regular and effective training significantly influenced teachers' performance in the classroom. This is in line with the study of Hussaini (2019) who indicated that sandwich programmes, seminars, workshops, and correspondence programmes have a significant impact on teachers' job performance. This also correlates with the study of Ogunbayo and Mhlanga (2022) whose findings showed that teachers' training in teaching technical/engineering-based courses in secondary schools enhances job performance and students' academic achievement. This is also in agreement with Mduma and Mkulu (2021), who indicated that training the workforce (teachers) has the largest influence on several aspects such as; enhancement of teaching methodologies, decreased teachers' burnout, stress, and turnover, increased teacher effectiveness, and enhances overall teacher's personnel. In addition, frequent performance assessments in schools assist instructors in developing themselves in classroom management, simplify supervision, evaluation, and assessment procedures, enhance effective communication and it also assure teachers' discipline at work. The findings are also in consonance with Chukwuemeka, Iremeka, Aneke, Ozioko, Muhammad, and Nweke (2021), who reported that personnel policy of training and development boosts teachers' job performance on the job and also greatly contributes to teacher retention among secondary schools. The finding of the study is also in line with Ehinola and Akomolafe (2022) whose results showed that mentorship strategies and job performance were significantly correlated, in-service programs and job performance were significantly correlated, and teachers saw in-service training as a tool that moderately improved their capacity. The findings are also in line with Abazi (2020) whose result showed there were highly positive and significant relationships between job performance in public secondary schools in Enugu State, Nigeria, and teacher professional in-service training, teacher workshop training, teacher orientation, and conference attendance.

The results of hypothesis five showed that peer collaboration significantly influenced the teachers' serviceability in public secondary schools in Lagos State. This implied that collaboration among teachers fostered an environment of continuous improvement and shared responsibility, which benefited not only the teachers but also the students they educated. This is in line with the study of Ozoh and Ladan (2015), who reported that regular interaction among instructors promotes teamwork and effectiveness. The study also indicated that the more teachers relate with one

another, the closer they are, and this also affects each other's efficacy. This also agrees with the study of Duong (2017) who found that both quantitative and qualitative data have shown that most teachers in the ESP department have good opinions regarding teacher cooperation. Nearly all participants stated that teacher collaboration was vital for teacher professional development and that teachers could benefit a lot from teacher collaboration. This is also in agreement with the study of Richter, Fütterer, Meyer, Eisenkraft, and Fischer (2022), who discovered that the ability to engage with colleagues was a key justification for the professional development of teachers. They also found out that opportunities to work with colleagues were also crucial to instructors' professional growth. The finding of the study is also in consonance with the study of Meredith, Moolenaar, Struyve, Vandecandelaere, Gielen, and Kyndt (2023), they reported that collaborative culture in the informal subgroup is positively connected to teachers' emotional commitment and work satisfaction and that affective commitment is a mediator. This also corroborates with the study of Saka (2020) who reported that pupils taught by a teacher who cooperated did much better than those taught by the isolated instructor. The results of this research also reported that collaboration among instructors can account for an improvement in students' learning.

### **Conclusion and Recommendations**

It has been seen that teachers' serviceability, that is, the quality of teaching services rendered by teachers is crucial in meeting the educational needs of the students and in the development of the educational system as a whole. The quality of this process greatly determines the quality of the students produced and the quality of the educational system. Teachers' serviceability is greatly influenced by the ample training available to the teachers and also the collaborative culture operational in the school.

To this end, the following recommendations were made based on the findings of the study:

1. A school culture that supports collaboration among teachers should be developed. This includes institutional mechanisms for peer mentorship, team teaching initiatives, and shared resource platforms. Such collaborative workspaces will boost serviceability by pooling knowledge and resources, hence facilitating a more supportive teaching atmosphere.
2. Government should implement frequent training programmes that center on modern techniques of teaching methods. These training programmes should also cover aspects of

leadership and innovation in education to assist teachers feel more equipped and confident in their responsibilities, boosting their serviceability.

3. The government should construct a thorough monitoring and evaluation mechanism to measure the impact of training on teachers' serviceability. This system should track progress and results linked to teacher satisfaction, student accomplishment, and overall school performance.

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