

## Impact of Educational Summits on Teachers' Professionalism and Training in Ekiti State

MARGARET FUNKE FAREMI, ADEBOLA OLADIJI ALABA  
Osun State University, osogbo, Nigeria

**Abstract.** The study investigated the impact of education summit on the teachers' professionalism, training and retraining in Ekiti State, Nigeria. owing to the hue and cry about the declining nature of the standard of education as portrayed by the results of external examinations of the post primary institutions and the perceived graduate unemployability of various cadres of tertiary institutions in Nigeria as lamented by employers of labour. various states have been carrying out educational summits to determine the way forward. One of the proffered solutions is the improvement in teachers' professional development. This study focused on various education summit in Ekiti State specifically and government policy on how to improve the teachers for high productivity. The purpose of the study is to investigate whether annual education summit has impact on teachers' professional development. Three hypotheses were generated for the study on impact of education summit, government policy and teachers' incentives. Descriptive research of the survey type was used and 200 teachers were sampled including principals. The results of the investigation showed that educational summit has great influence on teachers' professionalism, training and retraining. In view of the findings, it is recommended that government should continue to encourage teachers' professional development in various forms. Also, government should continue to evaluate the level of progress and teachers should see it as a matter of duty to develop themselves for effective teaching

**Keywords:** Education Summits, Profession, Training, Retraining, Teachers

### 1. Introduction

There has been public outcry on teachers' lack of commitment to duty. (Odumade and Alaba2016)

For example, the result of the external examination of the post primary institutions at WASCE over the years showed an unacceptable level of failure. (See the table1).

Table 1. Analysis of Students' Successes in WASCE 2010 - 2014

| YEAR | % PASS (5credits including Mathematics and English | % Fail ( Others without Mathematics and English |
|------|----------------------------------------------------|-------------------------------------------------|
| 2010 | 24.94                                              | 75.06                                           |
| 2011 | 29.17                                              | 70.83                                           |
| 2012 | 31.28                                              | 68.72                                           |
| 2013 | 29.17                                              | 70.83                                           |
| 2014 | 31.28                                              | 68.72                                           |

Source: [www.waecdirect](http://www.waecdirect)

People believe that teachers are not performing their duties as expected. The way and manner teachers do their work calls for public attention and the fact that teachers' professionalism is doubtful (Adeyemi, 2004, Massie, 2011). It is also believed that teachers need to be trained and retrained in order to perform well (Ladd 2009) There have been several educational summits by various governments particularly during the present democratic dispensation in Ekiti State to address the issues of teaching and learning to enhance the performance of teachers and their students in secondary schools both in internal and external examination. This perception could be linked to lack of adequate teachers' professionalism, training and retraining of teachers (Odumade and Alaba, 2016) which educational summit has been addressing over the years. The problem of this study therefore is to find out if the annual summit in Ekiti state has impact in improving the teachers' professionalism, training and retraining and other developmental programmes.

### 2. Review of Literature

Educational summit is the coming together of all educational stakeholders: government officials,

government agencies, educational agencies, school heads and teachers from all levels of education, parents, students, Parents' Teachers' Association (PTA), School Based Management Committee (SBMC), and artisans in order to discuss views, opinions on the challenges and issues on education and its way forward to restore the lost glory of education. Education summit generally is organized by the government of any country or government of any state in order to air and hear views and opinions of the masses in matters affecting education industry.

Some of the advantages of organizing education summit are as follows:

- Help all students learn more by demanding higher student proficiency and providing effective methods to help students achieve high standards;
- Provide parents, schools, and communities with an unprecedented opportunity to debate and reach agreement on what students should know and be able to do;
- Focus the education system on understandable, objective, measurable, and well-defined goals to enable schools to work smarter and more productively;
- Reinforce the best teaching and educational practices already found in classrooms and make them the norm;
- Provide real accountability by focusing squarely on results and helping the public, local and state educators evaluate which programs work best.

Proponents of standards-based reform argue that flexibility in past reform efforts have not necessarily been shown to be successful. State tests can highlight gaps and promote pressure for improvement, as well as demonstrate that these gaps will drive the resources to the most needy schools. On a wider scale, a major advantage of standards-based reform is that standards and assessments can allow access of curriculum for all students, as well as more equitable outcomes. However, it is generally agreed that in order to be successful, these higher standards must be aligned with reforms in testing, teacher education, improved teaching practices, and proper allocation of resources.

Many nations of the world launch educational summit annually to puts heads together in order to improve education of the citizenry. It happened in Washington D. C. in May 17 to 18, 2016 (Education Summit 2016) which was their second annual education summit. Nucationigeria believes in

advancement of quality education through education summit. From inception, when Nigeria took her destiny in her hand in respect of education, Nigeria had always conveyed gathering of stakeholders in education such as Ashby commission of 1959 and the 1969 curriculum conference which culminated into the first National Policy on Education in 1977 (Alaba, 2011). In Osun, state Governor Rauf Aregbesola organized an educational summit in 2013 where all the stake holder met and chart the way forward in Osun state education. Many other states have also done so over time.

In recent times, Ekiti state has organized about five educational summits, making it an annual event by the state government. It does not matter the type of governor or political party government in power, what matters is the problems and prospects in education in Ekiti state. the reason for the summit is the general believe that education standard is falling based on the observed poor performance of the students at all levels of education most especially in the external examination of West African School Certificate Examination (WASCE) and National Examination Council (NECO) organized examinations' results in the state. A lot of discussions took place, submissions were collected from people of diverse knowledge, erudite scholars presented all-embracing quality papers on the issues at stake most especially secondary school education and its productivity vis-à-vis WAEC and NECO annual results for the past four years. Various questions were asked about how to deliver the state known as fountain of knowledge from poor academic performance and inadequate quality control on education. Every stake holder has a share of the blame for poor performance of the students from secondary school to tertiary institutions. Some blamed it on lack of instructional supervision right from primary schools.

In the recent education summits in Ekiti state, there are lots of issues coming up such as lack of commitment on the part of the teachers, leadership style and inadequate instructional supervision of the school heads, lack of seriousness at studies among our students (which has its own underlying factors), lack of incentives to teachers on the part of the governments, irregular payments of salaries of teachers, parental background, inadequate school needs of the students, societal influence on students learning and lack of external instructional supervision from the government.

Many people blamed government by asserting that government are yet to have a better policy for

education as well as provide educational needs of the schools adequately. A point of reference is the fact that governments' budgetary allocations to education is always less than fifteen percent which is far less than the United Nations recommended minimum of Twenty five percent of all government budget. Government is expected to fund the schools, motivate the teachers and provide adequate facilities in the schools. The external instructional supervisors from inspectorate unit of the ministry of education are expected to monitor and mentor the teachers for effective teaching in the classroom. Over the years, the educational summits in Ekiti State Nigeria as discussed above which is fast becoming an annual event from time to time has among its submissions the need for teacher professional development in which stakeholders emphasises the need for government to encourage teachers to further develop themselves along modern best practices in their areas of specialisations.

It is against this background that the study sought the impact of Educational Summits on teachers' professionalism, training and retraining among other teacher development programmes.

### 3. Statement of the problem

Educational summit is becoming an annual event in Ekiti State. This originated from a number of issues bordering on how to improve academic achievements and educational attainments of the students in Ekiti State. Issues such as poor academic performance of students in secondary schools, lack of teachers' commitment to work, poor instructional supervision, poor teachers' productivity, indiscipline among students and teachers, drug abuse and most specifically lack of teachers' professionalism, training and retraining are fingered as being responsible for low academic performance of students. Government in turn is expected to make policy that will address the issues at stake. Teachers need to be trained and retrained, they need to be professionally qualified to improve on their productivity. The problem of this study therefore is to ascertain if Educational summits in Ekiti State have impact on teachers' professionalism, training and retraining and other teacher development programmes. The study would find out if the educational summit has actually influence the

government to make a concrete policy in training and retraining of teachers.

### 4. Hypotheses

- There is no significant relationship between impact of educational summit and teachers' professionalism, training and retraining
- There is no significant relationship between government incentives and teachers' professionalism training and retraining
- There is no significant difference between government policy and teachers' professionalism, training and retraining
- There is no significant difference between impact of educational summit on male and female teachers' professionalism, training and retraining

### 5. Methodology

The descriptive survey design was used for the study. All teachers in the state government-owned secondary schools constitute the population of the study while the sample consisted of 210 teachers randomly selected from 30 secondary schools across the three senatorial districts of Ekiti state.

#### Instrumentation

The instrument for data collection is a self-developed questionnaire titled: 'Teachers' Professionalism, Training and Retraining Questionnaire' (TPTRQ) and was of 4 point Likert ratings of Agree (A), Strongly Agree (SA), Disagree (D), SD (SD)

The questionnaire were used to obtain information from the teachers, principals inclusive, who are the respondents to the questionnaire on educational summit and teachers' professionalism, training and retraining.

The questionnaire were personally administered by the researchers to enhance good response from the respondents. A Cronbach Alpha was used to ascertain the internal consistency and construct validity of the instrument. At the end of instrumentation 200 copies of the instrument were adjudged good enough for use in the analyses of the hypotheses. It gave a reliability index of 0.87 which was considered good enough for a study of this nature. Frequency counts, percentages and spearman rho analyse the hypotheses raised for the study.

## 6. Results and Discussion

**Hypothesis 1: There is no significant relationship between impact of educational summit and teachers' professionalism, training and retraining**

**Table 2:** analysis of relationship between impact of educational summit and teachers' professionalism, training and retraining

| Variables                                          | N   | r-calculated | r-tabulated |
|----------------------------------------------------|-----|--------------|-------------|
| Impact of educational submit                       | 200 | 0.237        | 0.1942      |
| Teachers' professionalism, training and retraining | 200 |              |             |

**Table 2:** shows that r-calculated value of 0.24 is greater than the r-table value of 0.19. The null hypothesis is rejected this implies that there is significant relationship between impact of educational submit and teachers' professionalism, training and retraining.

**Hypothesis 2:** there is no significant relationship between government incentives and teachers' professionalism, training and retraining

**Table 3:** analysis of relationship between government incentives and teachers' professionalism, training and retraining

| Variables                                          | N   | r-calculated | r-tabulated |
|----------------------------------------------------|-----|--------------|-------------|
| Government incentives                              | 200 | 0.373        | 0.1926      |
| Teachers' professionalism, training and retraining | 200 |              |             |

**Table 3** also shows that r-calculated value of 0.37 is greater than the r-table value of 0.19. The null hypothesis is rejected this implies that there is significant relationship between government incentives and teachers' professionalism, training and retraining.

**Hypothesis 3:** there is no significant relationship between government policy and teacher' professionalism training and retraining

**Table 4:** analysis of relationship between government policy and teachers' professionalism, training and retraining

| Variables                                          | N   | r-calculated | r-tabulated |
|----------------------------------------------------|-----|--------------|-------------|
| Government policy                                  | 200 | 0.375        | 0.1932      |
| Teachers' professionalism, training and retraining | 200 |              |             |

**Table 4** shows that r-calculated value of 0.38 is greater than the r-table value of 0.19. the null hypothesis is rejected this implies that there is significant relationship between government policy and teachers' professionalism, training and retraining.

**Hypothesis 4:** there is no significant difference between impact of educational summit on male and female teachers' professionalism, training and retraining

**Table 5:** Test of significant difference between impact of educational summit on male and female teachers' professionalism, training and retraining.

| Variables | N   | Mean     | Standard Deviation | DF  | r-calculated | t-tabulated |
|-----------|-----|----------|--------------------|-----|--------------|-------------|
| Mal e     | 75  | 78.4255. | 11.60980           | 198 | 0.333        | 0.102       |
| Female    | 125 | 77.4412  | 12.04515           |     |              |             |

**Table 5** shows that t-calculated value of 0.33 is greater than the table value of 0.10 hence the null hypothesis is therefore rejected which implies that there is significant difference in impact of educational summit between male and female

teachers' profession and professionalism in favour of female teachers in secondary schools in Ekiti state

The study revealed that there was a significant relationship between impact of Educational Summit and teachers' professionalism, training and retraining. The reason for this might be due to the fact that government of Ekiti state is up and doing in supervision of instruction-mentoring and monitoring of teachers in the task of teaching and learning. The findings of this study support Fatile (1978), Hughes (1978) and Akindutire (2004).

The study also revealed that there was a significant relationship between impacts of educational summit on teachers' incentives, the reason might be due to the fact that teachers always agitate for their teaching needs through their trade union and the government will be forced to give them to avoid incessant industrial (strike) action. The finding supports Majasan (1999) and Ladd (2009). The study also showed that there is significant relationship between impact of educational summit and government policy, this means that the educational summit in Ekiti state has positive influence on government policy which in turn enhances teachers' professionalism, training and retraining. The study supports - Navarro –Janet (1990), Darling-Hammond, l., Berry, B., & Thoreson, A. (2001). Ekiti State Summit (2003), Ladd (2009). Ekiti State Summit (2015).

The study has also shown that there is a significant difference between impact of educational summit between male and female teachers on professionalism, training and retraining in favour of female teachers. It could be inferred from the findings that female teachers are more in number than the male teachers and due to the flexibility nature of women; they are very curious in readiness to do what is necessary to be trained and retrained in their field of specialties. From the findings it is observed that female teachers easily summit to the way forward in education to improve and develop them than their male counterparts. This finding supports Ekiti state education summit (2004) and Fatile (1998). The act that total quality management of our schools has to take into cognisance the training and retraining of teachers is also supported by this research. This is in line with Beckard and Pritchard, (2010) who opined that leaving an aspect of a system unattended to lowe the quality of the output of the system.

## 7. Conclusion

Based on the findings of this study, the following conclusions were drawn:

Educational summit has great influence on teachers' professionalism, training and retraining. Government incentives also influence teachers, professionalism, training and retaining. Government policy on teaching profession and retraining of teachers still hold. There is a difference in impact of educational summit between male and female teachers.

## 8. Recommendations

Based on the findings and conclusion of this study, the following recommendations were made: Teaching should be professionalized, teachers should be made to undergo in service training based on their areas of specialties in order to improve their teaching.

Government should not relent in her efforts of annual education summit in order to evaluate the level of progress and achievement in teaching and learning processes to enhance high teachers' productivity. Teachers should see it as a matter of duty to be trained and retrained and develop themselves to better their profession

## References

- Akindutire, I. O. (2004) *The Teaching Profession*. Lagos. Universal Publishers, Surulere.
- Alaba A. O. (2011). *Organisational Transparency, Communication flow and Intrinsic motivation as Determinants of Teachers' Job Performance in Ogun State Public Secondary Schools*. Unpublished, Ph.D. Thesis, Department of Educational Foundations and Management, Olabisi Onabanjo University, Ago – Iwoye.
- Bekhand & Pritchard. (2010). *Total Quality Management* (Seabrook M.D Duchon Press,pg.25
- Darling-Hammond, l., Berry, B., & Thoreson, A. (2001). *Does Teacher Certification Matter? Evaluating the Evidence*. Educational Evaluation and Policy Analysis. 23 (1): 56-59
- Edward , W.(2009) 'Total Quality Management and Employee Involvement Are they compatible Academy of Management Executives, 8 Feb. 68-76

- Ekiti State Education Summit (2015), Way Forward Fountain Hotel Hall, Ado Ekiti. March 15th
- Ekiti State of Nigeria (2003) A Communique issued at the end of The First Education Summit held at Oluyemi Kayode Stadium, Ado Ekiti, 27<sup>th</sup> November
- Fatile, A. O. (1998) The Role of Teaching Service Commission in the Development of Secondary Education in Ekiti State. A Paper Presented at a Senior Staff Monthly Seminar at The Ministry of Education, Ikere Ekiti. June 4<sup>th</sup>
- Gage, N. L. (1978) The Scientific Basis of the Art of Teaching, New York, Teachers' College Press.
- Hillsborough, N. C.(2009). Teaching Quality. Retrieved May 17, 2009 from <http://www.teachingquality.org/pdf/twcn2006.pdf>.
- Hughes, D. L. (1978) Teaching: The Imperial Profession. Albany state University New York Press.
- Ladd, H. (2009) Teachers' Perception of their working conditions: How predictive of policy-relevant outcomes. National Centre for Analysis of Longitudinal Data in Education Research Working Paper, page 33-37. Washington, DC: Calder
- Majasan, J. A. (1995) The Teacher's Profession: A Manual for Professional Excellence. Lagos: Spectrum Books Ltd.
- Massie K (2011) Total Quality Management for Head teacher, Budget Resources Allocation Publishing London pg 50.
- Navarro-Janet, J. (1990): Will Teachers say what we want to hear? Dilemmas of Teacher Voice. Evaluation Report. National Centre for Research on Teacher Hearing. East Lansing: Michigan state University.
- Odumade, A. S. & Alaba A. (2016). Total Quality Management as A Vital Tool For Achieving Organizational Effectiveness of Primary Education In Nigeria In Journal of Excellence in Teaching Learning and Scholarship JETLS. (2)2 30-45
- U. S. A. Dept. of Education Sustainable Education Summit: Citizenship and Pathways for a Green Economy, Sept. 2010, Office of the Under Secretary, Martha Kanter. <http://www.epa.gov.environment/education/grants.htm> 1, www.ed.gov.
- Bekhand & Pritchard. (2010). Total Quality Management (Seabrook M.D Duchon Press,pg.25
- Edward, W. (2012) Marketing Management, Eleventh Edition Florida pg269
- Hillls, L. (2009) Total Quality Management, The Experience of Ten Small Business, Business Horizons, Ohio, Charles Neveil Publishing company pg 38.
- Ijaduola, K. O. & Ige, K. (999). Mastering Research in Education, Samrol Ventures and Printing co, Ijebu –igbop.g 52
- Massie K (2011) Total Quality Management for Head teacher, Budget Resources Allocation Publishing London pg 50.
- Norman & keys (2013) A system and contingency Analysis of Management function, Manangement Kruitiner Seventh Edition. Arizona State University. Aitbs publishers and Distributors chapter 18 pages 550-580
- Olowoye, Biyi. (2005) Measurement and Evaluation in Education (A quantitative Analysis known prince Educational Service , Nigeria pg 55
- Richard leed (2009). Analyzing the Evidence National Productivity Review 14. Journal of Contemporary Business autumn.
- Odumade, A. S. & Alaba A. (2016) Total Quality Management as A Vital Tool For Achieving Organizational Effectiveness of Primary Education In Nigeria In Journal of Excellence in Teaching Learning and Scholarship JETLS. (2)2 30-45