

<https://doi.org/10.56583/frp.3299>

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USING A CONFERENCE-WORKSHOP SETTING TO ENGAGE ECONOMICS TEACHERS AND STUDENTS-TEACHERS IN CONTINUOUS PROFESSIONAL GROWTH AND DEVELOPMENT IN NIGERIA

Summary

The study examined using a conference workshop setting to engage Economics teachers and students-teachers in continuous professional growth and development in Nigeria. The study was conducted in Federal University Kashere, Gombe State, during the 2nd 2021 Economics Educators Association of Nigeria (EEAN) conference workshop. A descriptive survey research design was used in the study. Forty-five Economics Teachers who enrolled and showed up for the 2021 EEAN conference workshop made up the study's sample. The researchers created a 20-item questionnaire that was utili-

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zed to gather data. The t-test statistic was used to evaluate hypotheses at the 0.05 level of significance, while the mean and standard deviation were utilized to address the study issues. According to the study, attending conference workshops is advantageous for economics instructors and teachers who are also students. It gave them access to cutting-edge techniques and methods as well as chances and circumstances to hone their unique capacities as educators. These included the development of higher order cognitive skills like critical and analytical thinking, synthesis, and evaluation, all of which support the ongoing professional development of Economics instructors and student teachers. The Economics Educators Association of Nigeria should have regular conference workshops to improve the capacity of Economics teachers and student-teachers, among other recommendations made by the study based on its findings.

Keywords: Conference-Workshop, Development, Economics, Growth and, Professional

WYKORZYSTANIE KONFERENCJI POŁĄCZONEJ Z WARSZTATAMI W CELU ZAANGAŻOWANIA NAUCZYCIELI EKONOMII I STUDENTÓW KIERUNKÓW NAUCZYCIELSKICH W USTAWICZNY ROZWÓJ ZAWODOWY W NIGERII

Streszczenie

W badaniu przeanalizowano wykorzystanie warsztatów konferencyjnych jako formy angażowania nauczycieli ekonomii oraz studentów przygotowujących się do zawodu nauczyciela w proces ciągłego rozwoju zawodowego w Nigerii. Badanie przeprowadzono na Federal University Kashere w stanie Gombe podczas drugiej edycji warsztatów konferencyjnych Economics Educators Association of Nigeria (EEAN) w 2021 roku. Zastosowano metodę sondażu diagnostycznego. W badaniu uczestniczyło 45 nauczycieli ekonomii, którzy zapisali się na warsztaty konferencyjne EEAN w 2021 roku i wzięli w nich udział. Do zebrania danych wykorzystano opracowany przez badaczy kwestionariusz składający się z 20 pozycji. Do weryfikacji hipotez na poziomie istotności 0,05 zastosowano test t , natomiast do analizy problemów badawczych wykorzystano średnią arytmetyczną i odchylenie standardowe.

Wyniki badania wskazują, że udział w warsztatach konferencyjnych jest korzystny dla nauczycieli ekonomii oraz studentów przygotowujących się do zawodu nauczyciela. Uczestnictwo zapewniało im dostęp do nowoczesnych technik i metod, a także stwarzało możliwości rozwijania indywidualnych kompetencji pedagogicznych. Obejmowało to między innymi rozwój umiejętności poznawczych wyższego rzędu, takich jak myślenie krytyczne i analityczne, synteza oraz ewaluacja, które wspierają ustawiczny rozwój zawodowy nauczycieli ekonomii i studentów przygotowujących się do zawodu nauczyciela. Na podstawie uzyskanych wyników sformułowano między innymi rekomendację, aby Economics Educators Association of Nigeria regularnie

organizowało warsztaty konferencyjne w celu podnoszenia kompetencji nauczycieli ekonomii oraz studentów przygotowujących się do zawodu nauczyciela.

Słowa kluczowe: konferencja połączona z warsztatami, ekonomia, rozwój, rozwój zawodowy

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Introduction

In order to change our educational system and move toward sustainable education for long-term national development, teachers' continuous professional growth and development is a constant phenomenon. How can educators stay up to date with the latest advancements in economics and related methodologies? This is a worry for both student teachers and instructors of economics. A teacher of economics must continue to learn throughout his career in order to grow and develop professionally. It is the duty of an economics instructor to determine how effectively to support his professional development. One approach for an Economics instructor to stay up to date on the latest advancements in the area is to attend conferences and workshops.

It takes extraordinary knowledge, specialized skills, values, attitudes, and behaviors, as well as membership commitments maintained via rigorous ongoing training from teacher training institutions, to teach economics as a public service. These educational establishments for training consist of faculties and colleges of education in Nigerian universities. Economics instructors and student teachers can tackle professional obstacles with the help of Continuous Professional Growth and Development (CPGD), which gives them access to current economics knowledge that will stand the test of time. Accordingly, a significant amount of technical knowledge, resources, money, and dedication are needed for continuous professional growth and development¹.

Nowadays, there is a need for conference workshops for the teeming population of Economics teachers in Nigeria. This will assist instructors of economics and student teachers in becoming more receptive to global concepts. To say that CPGD gives Economics instructors and student teachers the chance to learn more about the subject and prove their deep expertise in comparison to predetermined benchmarks would be an understatement. This will be a unique, imaginative, and thought-provoking opportunity. It is important to concentrate on the main concerns pertaining to CPGD among Economics instructors and student teachers. Additionally, it is necessary for these educators to develop a deeper compre-

¹ R. K. Subba, L. Gadde Bhuvaneswara, *Methods of Teaching Biology*, New Delhi 2016; R. R. Ravi, & B. R. Digumarti, *Methods of teacher training*, New Delhi: Discovery Publishing House PVT. LTD 2017.

hension of fundamental Economics principles and to get intellectually involved in their subject matter. It is vitally necessary for continual professional growth and development for the profession of teaching's resilience, vitality, and future².

The Continuous Professional Growth and Development of Economics teachers is a responsibility of government agencies, Teachers Registration Council of Nigeria (TRCN), Economics Educators Association of Nigeria (EEAN), teaching associations, unions, teachers, the private sector, and all other educational stakeholders.

Constant conferences and workshops for economics teachers are among the best approaches to improve the caliber of economics professors. One of the most effective ways to keep professional standards current is through a program for continuous professional growth and development. The Economics Education Conference Workshop is something that the Economics Educators Association of Nigeria will organize and promote for economics teachers. Since the conference workshop is intended to hone the abilities of Economics teachers, both student teachers and Economics teachers themselves should take it seriously in turn will promote improved job performance and, thus, higher-quality economic education. Additionally, as a result, Nigerian society is more productive and favorable to growth.

The goals of CPGD for Economics teachers are as follows: to maintain the competence and relevance of Economics teachers in the nation's current economic, technological, political, and social environments; to demonstrate EEAN social responsiveness by encouraging members of the teaching profession to have adequate current educational knowledge and skills in the drive towards maintaining professional excellence at all times; to provide a forum for cross-fertilization of economic ideas and experiences, which would ultimately improve professional competence and commitment; to offer intellectual, social, and emotional engagement with economic ideas, materials, and colleagues; enhance knowledge and abilities and guarantee that economics instructors remain relevant in the system of education. This will improve the performance of Economics educators in the classroom. As a result, economics teachers are more valuable to their employers, students, and communities; they offer the chance to augment their initial training and develop their knowledge, abilities, and attitude to meet the demands of the education system; they act as a catalyst for continuous change that helps economics teachers adjust, contribute, and actively engage in the implementation of upcoming challenges; and they strengthen their dedication to the teaching profession³.

² Teachers Registration Council of Nigeria, *Professional standards for Nigerian teachers*, Abuja: Federal Ministry of Education 2016.

³ Ibid.

Currently, instructors of economics CPGD, or conference workshop, is an assortment of gatherings, educational and applied events arranged by EEAN. Programs for education and training pertinent to the teaching profession are also included. EEAN will decide the conference workshop's specific topics depending on the demands of the teaching profession over a predetermined amount of time. The yearly conference workshop of registered Economics teachers and student-teachers at all levels of the educational system, both public and private, including holders of administrative posts as occasionally allowed by EEAN, will generally be covered by the CPGD program. To obtain a certificate of attendance for any program, economics instructors and student teachers must be in person.

In this study, the researchers used post-conference survey results from Economics Educators Association of Nigeria conference workshop of 2021 intended to foster knowledge of CPGD as well as in-depth to understanding of how Economics teachers and student-teachers benefited (or not) from CPGD and the challenges that have marred the Continuous Professional Growth and Development of Economics Teachers and Students-Teachers. The conference was hosted by the Federal University Kashere, Gombe State. This represents an effort to provide Economics teachers and student-teachers with professional development through a conference workshop setting, creating collaboration among teachers and student-teachers of Economics. The goal of this study is to: find out the benefits Economics Teachers and Students-Teachers receive as a result of attending Economics Education conference workshop on their Professional Growth and Development and; identify the challenges that have marred the Professional Growth and development of Economics Teachers and Students-Teachers.

In order to promote understanding of CPGD and gain a thorough understanding of how Economics teachers and student-teachers benefited—or did not—from it, as well as the obstacles that have hampered their continuous professional growth and development, the researchers in this study used post-conference survey results from the Economics Educators Association of Nigeria conference workshop of 2021. Federal University Kashere in Gombe State served as the conference's host institution. This is an attempt to foster collaboration between Economics professors and student-teachers by offering professional development opportunities in a conference workshop format. Finding out the advantages Economics Teachers and Students-Teachers get from attending Economics Education Conference Workshop on their Professional Growth & Development, as well as pinpoint the issues that have impeded the professional advancement of Economics instructors and student teachers is the aim of this study.

Conference workshops are an effective way for teachers to network and disseminate information to large groups once they return to their own school contexts. Notwithstanding efforts to give CPGD to Economics instructors and

student-teachers, conference workshops sometimes face obstacles. Using qualitative analyses, the researchers in this study pinpoint the shortcomings of the conference workshop format as well as the various advantages it offers for enhancing the CPGD of Economics instructors and student-teachers. A gathering of a big or small number of individuals is called a conference workshop. The participants form a close-knit community that takes certain issues seriously and ordinarily⁴. The conference workshop has become a significant forum for discussing and resolving issues in a variety of fields, including economic, social, among a number of others, political, environmental, health, and religious. This is becoming more and more true as a broader range of educators attend conference workshops. Rich sensations are provided by this type of method.

Conference and workshop are the two main components from which conference workshop is derived. Conferences, according to Ravi and Digumarti⁵, are massive gatherings designed to talk about current issues and their details in order to come up with practical solutions. It is an assembly of people called to discuss and work toward completing a specific objective in a set amount of time. A workshop is an assemblage of ten to twenty-five individuals who are interested in or facing the same issue. Through in-depth study, practice doing research, and debate, they come together to enhance each person's proficiency in a particular area⁶. Conference workshops, according to the researchers, are groups of people who are structured to advance their knowledge of a subject by in-depth study, practical application, and discussion.

The Economics Educators Association of Nigeria, whose members include registered Economics teachers and student-teachers, organizes conferences and workshops on economics education. Currently, the executive committee of EEAN, which is made up of a three-member committee, the president, vice-president, secretary, financial secretary, treasurer, and public relations officer, organizes the conference workshops annually. Workshops and conferences on Economics Education are arranged according to research issues in Economics Education.

The Economics Education Conference workshop aimed to accomplish the following cognitive goals: to help participants enhance their analytical, synthesis, creative, and evaluation skills; to help them express their own feelings and observations; to help them study facts, concepts, and problems in-depth; to help them contribute sensitively to economic problems; to help them solve problems related to the teaching profession; to give them philosophical, psychological, and sociological background for instructional and teaching situations; to help

⁴ R. R. Ravi, & B. R. Digumarti, *Methods of teacher training*, New Delhi: Discovery Publishing House PVT. LTD 2017.

⁵ Ibid.

⁶ Ibid.

them identify the educational objectives in the current context; and to help them develop an understanding of the use of a theme and problem.

The conference workshop is intended to help achieve the following emotive goals: To cultivate an inclination toward studying an idea or fact from a wider angle; to cultivate an inclination toward emotional equilibrium; to accept and endure criticism and opposing viewpoints from others; and to cultivate an attitude toward collaboration and thought freedom. The psychomotor goals listed below are accomplished. the ability to plan and coordinate teaching and learning activities; the capacity to work independently; the capacity to identify and apply successful teaching tactics; and the capacity to train others in the use of various teaching modalities.

Teachers and student-teachers of Economics gain good cultural etiquette and behavioral skills by attending the conference workshop. They are skilled at defining and presenting ideas. They get knowledge on how to ask questions, how to respond to them, and how to look for clarification. Additionally, it offers a chance to get ready for particular career, professional, or community service roles. There is a strong emphasis on encouraging individual participation. It enables the group to decide on the objective and strategy. Twenty to fifty people attend each conference workshop of the Nigerian chapter of the Economics Educators Association. The conference workshop is currently held once a year. Teachers of economics, student teachers, and specialists from relevant subjects are invited to the conference workshop gathering. The group arranges a meeting. The conference workshop's subjects are wide and somewhat connected to the issues facing economics education today. Participants are asked to submit papers on many facets of the subject. Each paper is prepared in cyclostyled copies. The conference schedule, including the days, times, and locations, is decided upon in advance and distributed to the attendees. The length of the Economics Educators conference workshop varies based on the type of task allocated to it, ranging from two to five days. It is organized in stages.

The participants are registered in accordance with the schedule at the start of the EEAN conference workshop. The chief guest performs the inauguration and delivers the conference's keynote address. Participants are split up into small groups for the second stage, where papers on the sub-themes are presented. After the papers, there is a group discussion. Each member of his group receives direction and supervision for their job from a resource person or experts. In the third phase, all of the groups come together in one location, and participants are given the chance to offer feedback and ideas for future development. At the conclusion of the conference workshop, the experts offer recommendations on various elements of the reports and ensure that all requirements are followed. The results of Conference workshops are produced to share the expertise of those

working in related fields and to put some useful recommendations into practice to enhance and change the current state of affairs.

It is requested of participants to carry out their task and assess the usability and feasibility inside their respective institutions. A follow-up program evaluates a conference workshop's effectiveness. The participants are asked to get together once more and share their experiences with the topic's applicability or novel approaches. They might offer some useful advice in this situation. Therefore, the purpose of the study was to find out how to engage Nigerian teachers and students in the field of economics in ongoing professional development through the use of a conference workshop setting.

Statement of the Problem

Economics teachers and student-teachers Continuous Professional Growth and Development has been seen to center mainly on academic qualifications (mostly on academic credentials). It is regrettable that attending workshops at conferences for Economics Education presents several difficulties for both teachers and student-teachers of the subject. Students in public schools receive instruction in economics from professors, and student-teachers reported low attendance at a recent workshop hosted by the Economics Educators Association of Nigeria, from external tests to other academic competitions. It is essential for Economics teachers and student-teachers to attend Economics Education conferences and workshops in order to improve their teaching methods and for their Continuous Professional Growth and Development. This is because the complexity of the educational system has led to the use of modern techniques in teaching and learning.

Conference workshops, the essential instrument for guaranteeing that instructors and student-teachers of economics perform better in the nation, are necessary for Continuous Professional Growth and Development. Consequently, there has been an issue with these teachers' inadequate or low levels of continuous professional development. Thus, the following question might be used to formulate the problem of this research work: As a result, the study's issue as stated in question form was: Would a conference workshop setting be a useful strategy for Nigerian economics teachers and student-teachers to continue their professional development?

Purpose of the Study

The purpose of the study was to investigate using Conference Workshop Setting to Engage Economics Teachers and Students-Teachers in Continuous Professional Growth and Development in Nigeria. Specifically, the study examined. The:

- benefits Economics Teachers and Students-Teachers receive as a result of attending Economics Education conference workshop on their Continuous Professional Growth and Development
- limitations that have marred conference workshop on Economics Teachers and Students-Teachers Continuous Professional Growth and Development.

Research Questions

The following research questions guided the study:

- What benefits do Economics Teachers and Students-Teachers receive as a result of attending Economics Education conference workshop on their Continuous Professional Growth and Development.
- What are the limitations of conference workshop on Economics Teachers and Students-Teachers Continuous Professional Growth and Development?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

- There is no significant difference in the mean rating of Economics teachers and students-teachers on the benefits of attending Economics Education conference workshop on their Continuous Professional Growth and Development.
- There is no significant difference in the mean rating of Economics teachers and students-teachers on the limitations of conference workshop on their Continuous Professional Growth and Development.

Methodology

The research employed the descriptive survey research design. Gotip, Sambo and Kankanni⁷ define descriptive survey research design as an attempt to collect data from a sample of a population in order to determine the current status of that population with respect to one or more variables. The researchers adopted this research design, because of the vast area of study and the respondents involved. Thus, the effort of the researchers was to collect information from a representative sample in order to draw an inference about the perception of the target population on using Conference Workshop Setting to Engage Economics Teachers and Students-Teachers in Continuous Professional Growth and Development in Nigeria.

⁷ N. W. Gotip, A. S. Azi, J. P. Kankani, Economics Teachers' Attitude and Challenges to Improvisation and Utilization of Improvised Teaching Materials in Secondary Schools, *Africa Education Evaluation* 2018, vol. 2, no. 1, pp. 1–11, DOI: 10.26762/aee.201800006

The population of the study was 45, this comprised of 29 Economics teachers and 16 Economics student-teachers in Nigeria who registered for Economics Educators Association of Nigeria conference workshop of 2021 held at Federal University Kashere, Gombe state. The sample size of the study was 45 (29 Economics teachers and 16 Economics student-teachers). The researchers used total purposive sampling technique where the entire number of Economics teachers and student-teachers who registered and attended the conference workshop were sampled because the whole population of interest all share a given characteristics and the population size is relatively small and can be manage by the researchers.

The instrument used for data collection was researchers' structured questionnaire with twenty item-statements. The questionnaire was structured into two (2) sections. Section "A" contains the background data of the respondents while, section "B" contains the questionnaire items using a modified four-point Likert type scales as Strongly Disagree (SD) 1; Disagree (SA) 2; Agree (A) 3; and Strongly Agree (SA) 4 points. The questionnaire was validated by three experts, two from the Department of Social Science Education and one from Department of Science Education, all from University of Nigeria Veritas University Abuja. The experts looked at the appropriateness, comprehensiveness and clarity of the items in the questionnaire. Their criticisms and opinions were used to straighten the face and content validity of the instrument. The reliability of the instrument was determined using a test-retest procedure. Data obtained from the two administrations were correlated using Pearson Product Moment Correlation which yielded a reliability coefficient of 0.87.

Mean and Standard deviation were used to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The real limit numbers of as 0.00 – 1.49 Strongly Disagree (SD); 1.50 – 2.49 Disagree (SA); 2.50 - 3.49 Agree (A); and 3.50 - 4.00 Strongly Agree (SA) guided the decisions taken while answering the research questions. Also, the decision rule for the hypotheses was that any P-value above 0.05 significant level was not rejected while below 0.05 level of significance was rejected.

Results

The results of the study were presented in tables and in line with the research questions and hypotheses that guided the study as below:

Research Question One: What benefits do Economics Teachers and Students-Teachers receive as a result of attending Economics Education conference workshop on their Continuous Professional Growth and Development.

Table 1: Mean Analysis of Responses of Economics Teachers and Student-Teachers on Benefits of Attending Economics Education Conference Workshop

s/n	Statements	Economics Teachers N=29							Economics Student-Teachers N=16						
		SA	A	D	SD	X	Std. D	Decision	SA	A	D	SD	X	Std. D	Decision
1.	It develops ones understanding and proficiency for the approaches and practices in Economics Education.	22	5	2	0	3.69	.60	Strongly Agree	10	4	2	0	3.50	.73	Strongly Agree
2.	It is used for developing and improving our professional efficiency	15	12	2	0	3.45	.63	Agree	5	9	2	0	3.19	.65	Agree
3.	It provides the opportunities and situations to develop the individual capacities of a teacher	13	15	1	0	3.41	.57	Agree	7	8	1	0	3.37	.62	Agree
4.	It provides the situation to study Economics Education problems.	11	16	2	0	3.31	.60	Agree	2	12	2	0	3.00	.52	Agree
5	New practices and innovations are introduced to Economics teachers and student-teachers	13	12	2	2	3.24	.87	Agree	6	6	2	2	3.00	1.03	Agree
6.	Democratic tradition and values are developed among participants.	16	10	3	0	3.45	.68	Agree	5	9	2	0	3.19	.65	Agree
7	It develops the habit of independent study and to think independently on a theme.	10	18	1	0	3.31	.54	Agree	4	11	1	0	3.19	.54	Agree
8	Ability of expressing ideas and feelings is developed.	10	14	4	1	3.14	.79	Agree	2	9	4	1	2.75	.77	Agree
9	Good manners for asking questions, seeking clarification, presenting own point of view and defending others ideas are developed.	11	15	2	1	3.24	.74	Agree	3	10	2	1	2.93	.77	Agree
10	Different higher cognitive abilities like analytical and critical thinking synthesing and evaluating the ideas are developed.	11	7	10	1	2.97	.94	Agree	4	4	7	1	2.69	.95	Agree
Pooled Mean		3.32 .70							3.08 .72						

From table 1 obtained and presented above, both Economics teachers and student-teachers agree with all the items on the benefits that Economics Teachers and Students-Teachers receive as a result of attending Economics Education conference workshop on their Continuous Professional Growth and Development. The pooled mean of 3.32 and 3.08 for Economics teachers and student-teachers respectively indicated that Economics teachers and student-teachers agree with all the items on the benefits that Economics Teachers and Students-Teachers

receive as a result of attending Economics Education conference workshop on their Continuous Professional Growth and Development.

Table 2: Mean Analysis on the Limitations of Conference Workshop on Economics Teachers and Students-Teachers Continuous Professional Growth and Development.

s/n	Statements	Economics Teachers N=29							Economics Student-Teachers N=16						
		SA	A	D	SD	X	Std. D	Decision	SA	A	D	SD	X	SD	Decision
1.	A conference workshop cannot be organized on all the contents of Economics.	18	7	4	0	3.48	.63	Agree	11	3	2	0	3.56	.73	Strongly Agree
2.	It is hard to predict about attendance.	10	15	4	0	3.21	.49	Agree	7	7	2	0	3.31	.70	Agree
3.	It is expense to carry out.	13	15	1	0	3.41	.56	Agree	6	8	1	1	3.19	.83	Agree
4.	Participants who talk too much, dominate the discussion of the conference workshop and do not provide opportunities to others to take part in the discussion.	4	22	3	0	3.03	.76	Agree	2	11	2	1	2.87	.72	Agree
5	The conference workshop cannot be organized for large number of participants.	12	10	3	4	3.03	.76	Agree	6	6	2	3	2.87	1.14	Agree
6.	It is time consuming.	10	16	3	0	3.24	.74	Agree	5	7	3	1	3.00	.89	Agree
7	It demands special facilities and materials to be successfully carry out.	8	19	2	0	3.21	.60	Agree	5	8	2	1	3.06	.85	Agree
8	Participants must be willing to work both independently and co-operatively.	4	15	8	2	2.72	.78	Agree	3	7	5	1	2.75	.86	Agree
9	If participants belong to different groups. It may not create appropriate learning situation	6	20	2	1	3.07	.94	Agree	5	9	1	1	3.12	.81	Agree
10	There are chances to deviate from the theme at the time of discussion, hence the purpose of the conference workshop may not be achieved.	8	7	1	2	2.72	.86	Agree	6	2	7	1	2.81	1.04	Agree
Pooled Mean		3.11 .71							3.05 .86						

From table 2 obtained and presented above, both Economics teachers and student-teachers agree with all the items on the limitations of conference workshop on Economics Teachers and Students-Teachers Continuous Professional Growth and Development. The pooled mean of 3.11 and 3.05 for Economics teachers and student-teachers respectively indicated that Economics teachers and student-teachers agree with all the items on the limitations of conference

workshop on Economics Teachers and Students-Teachers Continuous Professional Growth and Development.

Test of Null Hypotheses

The null hypothesis was tested using t-test analysis. All tests were conducted at $P > 0.05$ level of significance.

Hypothesis One

H_{01} : There is no significant difference in the mean rating of Economics teachers and students-teachers on the benefits of attending Economics Education conference workshop on their Continuous Professional Growth and Development.

Table 4: t-test Analysis of Responses of Economics Teachers and Students-Teachers on the Benefits of Attending Economics Education Conference Workshop on their Continuous Professional Growth and Development.

Economics	N	Mean	SD	Df	t-value	Sig.(2Tailed)	Decision
Teachers	29	3.32	.70	43	-1.15	.882	Accept the null hypothesis
Student-Teachers	16	3.08	.72				

*=Not significant at 0.05 level ($p > 0.05$)

t-test analysis was carried out to determine whether Economics teachers and students-teachers differ significantly in their responses on the benefits of attending Economics Education conference workshop on their Continuous Professional Growth and Development. This test resulted to $t(43) = -1.15, p > .05$. This shows that there was no significant difference in their responses. Therefore, the null hypothesis was not rejected. Meaning that there was no significant difference in the mean rating of Economics teachers and students-teachers on the benefits of attending Economics Education conference workshop on their Continuous Professional Growth and Development.

H_{02} : There is no significant difference in the mean rating of Economics teachers and students-teachers on the limitations of conference workshop on their Continuous Professional Growth and Development.

Table 4: t-test Analysis of Responses of Economics Teachers and Students-Teachers on the Limitations of Conference Workshop on their Continuous Professional Growth and Development.

Economics	N	Mean	SD	Df	t-value	Sig.(2Tailed)	Decision
Teachers	29	3.11	.71	43	-1.48	.885	Accept the null hypothesis
Student-Teachers	16	3.05	.86				

*=Not significant at 0.05 level ($p > 0.05$)

t-test analysis was carried out to determine whether Economics teachers and students-teachers differ significantly in their responses on the limitations of conference workshop on their Continuous Professional Growth and Development. This test resulted to $t(43) = -1.48, p > .05$. This shows that there was no significant difference in their responses. Therefore, the null hypothesis was not rejected. Meaning that there was no significant difference in the mean rating of Economics teachers and students-teachers on the limitations of conference workshop on their Continuous Professional Growth and Development.

Discussion of Findings

Findings from research question one and hypothesis one tested revealed that there was no significant difference in the mean rating of Economics teachers and students-teachers on the benefits of attending Economics Education conference workshop on their Continuous Professional Growth and Development. This suggests that educators in the field of economics, as well as students who teach the subject, concur that attending workshops at conferences on the subject has greatly benefited their own Continuous Professional Growth and Development. These workshops help students gain a deeper understanding of the concepts and methods used in economics education as well as develop higher order cognitive skills like critical and analytical thinking, synthesis, and idea evaluation. The aforementioned results corroborated Borg's⁸ assertion that teachers' motivation and professional confidence were boosted, their professional practices as teacher trainers changed as a result of their increased knowledge of teaching techniques and increased networking with other educators.

The results further supported Rowe's⁹ assertion that conference workshops foster relationships and information sharing among educators and aid in their formative higher education as well as ongoing professional development. Once more, a collaborative study by Timmons-Brown and Warner¹⁰ lends support to the current study. It confirmed that conference workshops promoted the sharing of knowledge among teachers and classroom contexts, the development of teacher networks, the implementation of new post-conference lessons in the classroom,

⁸ S. Borg, *The benefits of attending ELT conferences*, 2016, <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.989.8660&rep=rep1&type=pdf> [accessed: 11.03.2022].

⁹ N. Rowe, „When you get what you want, but not what you need”: The motivations, affordances and shortcomings of attending academic/scientific conferences, *International Journal of Research in Education and Science (IJRES)* 2018, vol. 4, no. 2, pp. 714–729. DOI:10.21890/ijres.438394

¹⁰ S. Timmons-Brown, & C. Warner, Using a Conference Workshop Setting to Engage Mathematics Teachers in Culturally Relevant Pedagogy, *Journal of Urban Mathematics Education* 2016, vol. 9, no. 1, pp. 19–47.

and the encouragement of the growth of relationships and engagement in the classroom. On the other hand, some educators discovered that the conference workshop offered a vocabulary for incorporating effective methods into the classroom.

Findings from research question two and hypothesis two tested revealed that there was no significant difference in the mean rating of Economics teachers and students-teachers on the limitations of conference workshop on their Continuous Professional Growth and Development. This suggests that instructors of economics and student teachers alike concur that attending and conducting conferences and workshops can be costly due to the need for specialized equipment and supplies. It takes a lot of time and cannot be arranged on all of the topics covered in economics. The aforementioned results supported Dumbell's¹¹ assertion that instructors are finding it challenging to carve out time from their hectic schedules to attend conference workshops and that growing budgetary limitations are restricting their ability to do so. The results concur with those of Rowe¹², who found that there is potential for discussion topics to stray from the theme, which could prevent the conference workshop's goal from being accomplished.

Conclusion

The study comes to the conclusion that attending conference workshops is advantageous for student teachers and Economics teachers based on the data. It gave them access to cutting-edge techniques and methods as well as chances and circumstances to hone their unique capacities as educators. These included the development of higher order cognitive skills like critical and analytical thinking, synthesis, and evaluation, all of which support the ongoing professional development of Economics instructors and student teachers. Nevertheless, conference workshop has the following drawbacks: It is expensive to do and attend since it needs specialized equipment and supplies, can't be planned around all of economics, and takes a lot of time.

Recommendations

Base on the findings and conclusion from this study, the following recommendations were made:

¹¹ P. Dumbell, *The impact of conference attendance on Australian academic librarians and libraries*, unpublished PhD thesis Curtin University Australian, 2019 <https://espace.curtin.edu.au/bitstream/handle/20.500.11937/77366/Dumbell%20P%202019.pdf?sequence=1> [accessed: 11.03.2022].

¹² N. Rowe, „When you get what you want, but not what you need”.

Economics Educators Association of Nigeria should organize frequent conference workshops to upgrade Economics teachers and student-teachers capacity.

More funds should be allocated to Economics teachers and student-teachers to enable them attend conference workshop.

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