

# Teacher Continuing Education and Capacity Building as Correlates of the Successful Implementation of Non-Formal Education Programmes in South-South Nigeria in the Era of Society 5.0

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**Abstract:** The study examined teacher continuing education and capacity building as correlates of the successful implementation of Non-Formal education programmes in South-South Nigeria in the era of society 5.0. Two (2) research questions and 2 hypotheses were answered and tested in the study, respectively. The design of the study was correlational, with the population as the Non-Formal Education Units of the Ministry of Education of Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States of South-South Nigeria. These units have Units and Out Stations Personnel, numbering 5550, who are involved in general administration, supervision, inspection and teaching in Non-Formal education programmes. From this number, 1388 were selected as sample, using the stratified and simple random sampling technique. The study had two sets of instruments. These were the validated 23-item Teacher Continuing Education and Capacity Building Scale (TCECBS) and the 16-item Non-Formal Education Programmes Successful Implementation Index (NFEPSII) designed by the researcher, in the modified 4-point Likert scale model, with reliability indices of 0.84 and 0.75, respectively, obtained using Cronbach Alpha statistical model. Pearson Product Moment Correlation Coefficient was used in answering the research questions which the r-values from Pearson calculations were converted to z-values and used in testing the hypothesis at 0.05 level of significance. The results of the study show strong and positive correlations between teacher continuing education and teacher capacity building and successful implementation of Non-Formal education programmes in South-South Nigeria in the era of Society 5.0. The study also established significant correlations of teacher continuing education and capacity building and successful implementation of Non-Formal education programmes in South-South Nigeria in the era of Society 5.0. It was therefore concluded that Non-Formal education programmes will attain successful implementation as stakeholders continue to ensure continuing education and capacity building programmes for programmes' instructors. Consequently, it was recommended that stakeholders in Non-formal education programmes should continue to ensure that teachers have access to continuing education programmes and that their capacities are built as need arises.

**Keywords:** Continuing education, capacity building, implementation

## 1. INTRODUCTION

Each organization anticipates its individuals to appear ideal execution in supporting the accomplishment of the objectives already set. Subsequently, issues related to execution must get the consideration of administration on the off chance that they need to realize the anticipated goals. Performance is the work that's contributed by a individual or gather to bolster the accomplishment of organizational

objectives [1]. Execution is the result of the capacity to carry out assignments allotted to workers, as a result of the worker understanding [2]. Execution can be surveyed from the capacity of a individual or gather to total the errands doled out to them. The task given is in understanding with the work portrayal that the organization has given him.

Execution is the work accomplished by a individual in carrying out the assignments relegated to him [3]. Execution is something that's created by a individual or gather of

individuals [4]. Both definitions of execution emphasize that execution is the result contributed by a individual or gather in carrying out the assignments for which they are responsible. Performance may be a rundown degree of the amount and quality of commitments made by an person or bunch to the generation reason of the work unit and organization [5].

Execution is the work handle of an person to realize significant objectives [6]. This definition sees that execution is evaluated from the work process, meaning that execution isn't as it were evaluated from the comes about accomplished but too from the execution seen from the work method whether it is in understanding with the pertinent rules. Execution is the perfection of three related components: (1) aptitudes; (2) endeavors; and (3) the nature of the outside circumstance [7]–[10]. Execution is more often than not related with assignment assignments related to information, aptitudes and characteristics of a person's work behavior. To be able to create a positive execution, data is required almost the components that can impact it. Execution is affected by numerous variables, counting abilities, aptitudes, involvement and person capacities [11].

Variables that influence worker execution are caused by, among others, inspiration, capacity, environment, and organizational climate [12]. Inspiration may be a mental condition that empowers somebody to fulfill their require for something. Capacity is an component of work usage required to empower representatives to work in a certain way which contains different components such as abilities and mentally. This component moreover reflects the instruction, preparing and involvement required agreeing to the work breakdown.

Separated from that, representative execution is additionally affected by the environment and organizational climate. Indeed the inspiration and capacities of workers are moreover decided by the organizational environment. Natural components that influence worker execution incorporate culture, law, legislative issues, economy, innovation, and society. This impact can be coordinate or circuitous. In the mean time, organizational climate variables that influence representative execution incorporate administration arrangements and logic, authority fashion, auxiliary characteristics, and social conditions of the work bunch. Organizational execution is affected by its pioneer. School

execution is impacted by the principal's execution in driving the school. This think about points to decide the execution of essential school principals.

**2. METHOD**

The design of the study was correlational, with the population as the Non-Formal Education Units of the Ministry of Education of Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States of South South Nigeria. The Units have 5550 units and out-station personnel involved in general administration, supervision ,inspection and teaching in Non-Formal Education programmes from which 1388 was selected as sample using the stratified and simple random sampling technique. The study had two(2) sets of instruments. These were the validated 23-item Teacher Continuing Education and Capacity Building Scale (TCECBS) and the 16-item Non-Formal Education Programmes Successful Implementation Index (NFEPSII) designed by the researcher in the modified 4-point Likert scale model, with reliability indices of 0.84 and 0.75, respectively and obtained using Cronbach Alpha statistical model. Pearson Product Moment Correlation Coefficient was used in answering the research questions while the r-values from Pearson calculations were converted to z-values and used in testing the hypothesis at 0,05 level of significance.

**3. RESULTS**

The results of the study came from the answers the research questions and test of hypotheses. Thus

Research Question 1: What is the correlation of teachers' continuing education on the successful implementation of Non-Formal education programmes in South-South Nigeria in the era of Society 5.0?

Ho1: There is no significant correlation of teachers' continuing education on the successful implementation of Non-formal education programmes in South-South Nigeria in the era of society 5.0.

**Table: Pearson Correlation and z-test Analysis of the Correlation of Teachers Continuous Education on the Successful Implementation of Non-Formal education Programmes in South-South Nigeria in the Era of Society 5.0**

| Variables  | N    | $\bar{x}$ | SD   | df   | P-Value | r-value | z-value | Decision             |
|--|------|-----------|------|------|---------|---------|---------|----------------------|
| Teachers Continuous Education                                | 1116 | 47.63     | 7.27 |      |         |         |         |                      |
| Successful Implementation of Non-Formal Education Programmes | 1116 | 50.19     | 8.21 | 1114 | 0.001   | 0.926   | 27.335  | Significant (Reject) |

Data on Table 1 show the correlation analysis of a teacher continuing education on the successful implementation of Non-Formal education programmes in South-South Nigeria in the era of Society 5.0. Teacher continuing education has a strong positive correlation on the successful implementation of Non-formal education programmes ( $r = 1114$ ) = 0.926  $p = 0.001$ . The null hypothesis

stands rejected, showing that , there is a significant and positive correlation of teacher continuous education on the successful implementation of Non-Formal education programmes in South-South Nigeria ( $p < 0.05$ ). This implies that teacher continuing education will lead to the successful implementation of Non-Formal education programmes.

Research Question 2: What is the correlation of teacher capacity building on the successful implementation of Non-formal education in South-South Nigeria in the era of Society 5.0.

Ho2: There is no significant correlation of teacher capacity building on the successful implementation of Non-

formal education programmes in South-South Nigeria in the era of society 5.0. Table: Pearson Correlation and z-test Analysis of the Correlation of Teachers Capacity Building on the Successful Implementation of Non-Formal education Programmes in South-South Nigeria in the Era of Society 5.0 .

**Table: Pearson Correlation and z-test Analysis of the Correlation of Teachers Continuous Education on the Successful Implementation of Non-Formal education Programmes in South-South Nigeria in the Era of Society 5.0**

| Variables  | N    | $\bar{x}$ | SD   | df   | P-Value | r-value | z-value | Decision                |
|--|------|-----------|------|------|---------|---------|---------|-------------------------|
| Teachers Capacity Building                                   | 1116 | 34.12     | 6.04 |      |         |         |         | Significant<br>(Reject) |
| Successful Implementation of Non-Formal Education Programmes | 1116 | 50.19     | 8.24 | 1114 | 0.001   | 0.917   | 149.20  |                         |

\*\* The legend for Table 1 applies.

Data on Table 2 show the correlation analysis of teacher capacity building on the successful implementation of Non-Formal education programmes in South-South Nigeria in the era of social 5.0. Teacher capacity building has a strong positive correlation on the successful implementation of Non-formal education programmes ( $r(1114) = 0.917$   $p = 0.001$ ). The null hypothesis stands rejected, showing that there is a

significant and positive correlation of teacher capacity building on the successful implementation of Non-Formal education programmes in South-South Nigeria in the era of society 5.0 ( $p < 0.05$ ). This implies that teacher capacity building initiative are needed for the successful implementation of Non-Formal education programmes.

#### 4. DISCUSSION

##### Teacher Continuing Education and Successful Implementation of Non-formal Education programmes in South-South Nigeria in the Era of Society 5.0

The first finding of the study is that there is a high and positive correlation of teacher continuing education and successful implementation of Non-formal education programmes in South-South Nigeria in the Era of Society 5.0. Also, a corresponding finding from test of hypothesis establishes a significant correlation of teacher continuing education on successful implementation of Non-formal education programmes in South-South Nigeria in the Era of Society 5.0. These findings are in consonance with Allen (2009), British Council (2019), GoodTherapy (2021) and Afangideh and Kpee (2020). These scholars, Agencies and Researchers, have in their studies, opinions and research findings establish a nexus between teacher continuing education and successful programme implementation in organizations among them schools and other learning organizations. Explanations on the trend of the findings may be in the fact that, with the massive investments in the professions, in Nigeria, among education, stakeholders have been involved in one continuing education programme or the other. Arising from these involvements, they have been enlightened and even benefited from continuing education programmes like Sandwich, Seminars, conferences, among others. These findings imply that education programmes that

their stakeholders have access to continuing education are sure of knowledge, skills and values update for the successful implementation of education programmes in line with the exigencies of the time.

##### Teachers Capacity Building and Successful Implementation of Non-Formal education Programmes in South-South Nigeria in the Era of Society 5.0

A second finding of the study is that, there is a positive correlation of teachers capacity building and successful implementation of Non-Formal education programmes in South-South Nigeria in the Era of Society 5.0 . At the same time, a corresponding finding from the test of hypothesis establishes that, there is a significant correlation of teacher capacity building and successful implementation of Non-Formal education programmes in South-South Nigeria in the era of Society 5.0 . These findings are confirmatory of Afangideh and Aleru (2014), United Nations Development Programme (1998), School of Skills (2016), Drayton et al (2021), Performance Supportive Network (2015) and Peterson Technology Partners (2019). These scholars, researchers, Agencies and Groups have in their studies project and establish the fact there is a strong relationship between capacity building exercises and successful programme implementation in social entities, among them schools, and others. A possible explanation for this trend in the findings may be in the fact that, the respondents of the study, who are

stakeholders in the Non-formal education programmes have had their capacities enhanced and so contribute more in the implementation of the programmes. Hence, their awareness on the contributions of teacher capacity building programmes to successful programme implementation: These findings imply that, Non-formal education programmes organizers who succeed in programme implementation are those that have deliberate capacity building programmes for their instructors and other stakeholders.

## 5. CONCLUSION

Based on the findings of the study and their academic implications, it is concluded that non-formal education programmes will attain successful implementation as stakeholders continue to ensure continuing education and capacity building programmes for programmes instructors

## 6. RECOMMENDATIONS

In the light of the conclusion of the study, it is recommendation as follows:

- 1) Stakeholders in Non-education programmes implementation should continue to ensure that programme instructors have access to the basic and teacher continuing education opportunities as responses to the present time.
- 2) Stakeholders in Non-formal education programmes should continue to ensure that , the capacities of their instructors are built in line with the requirements of the present society 5.0.

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