

COMPETENCY IMPROVEMENT NEEDS OF FACILITATORS FOR ENHANCING ADULT EDUCATION PROGRAMME IN EDO STATE, NIGERIA

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ABSTRACT: *We designed this study to determine the skill improvement needs of facilitators for enhancing Adult learning programmes in Edo state, Nigeria. The research design was a descriptive survey. The population of the study was 549. Simple random sampling technique was used to draw a sample of 108 facilitators by balloting. Two research queries were posed with two null hypotheses to guide the study. A researcher-designed questionnaire was used to elicit information from the respondents. The questionnaire instrument was subjected to face and content validation using three experts from the University of Nigeria, Nsukka. We used Cronbach alpha to determine the reliability coefficient of the instrument. The result was .85 and .68 for each query. We analyzed the data collected using mean and standard deviation to answer the research queries and used t-test statistics to analyze the hypotheses at ($P>0.05$) level of significance. The result showed that the skill improvement needs of facilitators to enhance adult education programme include: the ability to find the right condition that will enable achievement of programme goals, analytical ability to evaluate the various ways in the light of multiple factors that may hinder or help in programme implementation, and the ability to sequentially coordinate activities for a smooth flow of programme activities. It also includes listening ability, knowing the demographic nature of messages, and presentation of subject matter in the right context for learners understanding among others. We recommended that facilitators should be equipped with these skills to improve adult education programmes in Edo state Nigeria.*

KEYWORDS: adult education, competency, facilitators, improvement, needs.

INTRODUCTION

Competency is the skill a person requires to perform a task. Competency is the ability of an individual worker to do a job according to prescriptions (Akpan, Akaeze & Nebo, 2016). Ifeanyieze & Olaitan (2009) described competency as a state of being adequate in performing a task. It means the ability of facilitators to perform using various andragogic skills in adult education programmes. Competency is the ability to do something well. So, if a facilitator can show knowledge, skills or attitudes required to ease adult learning in adult education programmes, this shows competence. If a facilitator could not show knowledge, skills or attitudes required to help adult learning in adult education

programmes, then the individual has a skill gap which shows a lack of competencies. To fill this gap, the individual requires improvement. Adult education competencies are work traits/characteristics facilitators need to be functional in adult education programmes. Gilbert (2012) noted that work competencies needed by facilitators are related knowledge, skills and attributes expected of them from their employers. It identifies those skills, knowledge and attribute needed by the employees that can contribute to improved organisational performance. Improvement in the opinion of Rubenson (2009) means the development of circumstances, events and programmes in which something that is lacking is enhanced or enriched to a better standard. Improving the competency of facilitators to enhance adult education outcomes in Edo state Nigeria is the focus of this study. The focus is on enhancing some skills or attitudes that are seem to be lacking in the adult education facilitators.

Facilitator is a person who helps adults to learn. Ngwu (2013) describes a facilitator as one who intelligently handles complex learning situations, and simplifies learning for the adult learners. They liberate, free, unfetter, deliver, disentangle, extricate, unravel, unburden and ease adults learning through adult education programmes. Facilitator competency is the skill that are needed for optimum performance in adult education programme. Facilitators are key factors in the execution of adult education programmes in Nigeria and Edo state in particular. But the issues that borders on the use of unqualified personnel who are holders of West African School Certificate (WASC) and neglect of facilitators training may have managed to bring about the poor outcomes of adult education programmes in Edo state Nigeria. The absence of skills or competencies required by the facilitator could be as a result of low qualification of facilitators in Edo state Nigeria. The low qualification resulting in poor competencies of facilitators has shown in the poor programmes outcome of adult education programmes in Edo State Nigeria. These are the problems which this research study set out to address. To expose the competency needs of facilitators that will equip them with the requisite knowledge and skills to impart andragogic and livelihood skills to the adult learner. Competent facilitators enhance good and relevant programmes design and curricula and adopt innovative strategies for facilitating learning for adult learners to improve the achievement of their learning needs. Fasokun (2008) noted that most facilitators facilitating adult education programmes have no exposure to any form of basic training in the facilitation of adult education programmes in Edo state Nigeria. This point to the skill gap of facilitators and the need to determine their competency need for an enhanced programme outcome of adult education. It is important to note that those who facilitate adults learning require a particular range of competencies to be effective; these competencies are based on a defined body of knowledge, skills and values, which include such elements as adult psychology, teaching strategy, programme planning and communication, research method, social and political intelligence, sensitivity, empathy and tolerance (Murtala & Bala, 2015). Need is a difference between where a person is at present and where one desires to be. Need are also considered as wants, aspirations, interest and wishes of the people (NMEC, 2008). The need for competency improvement of facilitators for enhancing and enriching adult education programmes in Edo State, Nigeria, is necessary to meet up with the innovations and learning dynamics of the 21st century.

The roles of facilitators/adult educators outlined by Obidiegwu (2013) are mutual diagnosis of the learning and identification of programme ideas. Mutual planning of the experiences and instructions that will produce desired learning, motivating the learners by creating physical and psychological conditions that will cause them to learn, organising and managing both human and material resources necessary for achieving the objective of the entire learning process, evaluating the entire input, process and output to determine whether the objectives were achieved, the extent of its achievement and to make necessary decisions for the future. These roles require specific competencies and skills to assist the adult learners to achieve the goals of an adult coming to adult education programme. The role facilitator plays in handling the use of methods is germane to adult learning. Part of the responsibility of the facilitator apart from being familiar with a plethora of methods, is to discern what particular method is appropriate for the specific audience and subject matter, knowledge of the advantages and limitations of the chosen method, knowledge of what is expected of him while using the method and the expected responses from the learner and the interaction patterns necessary and finally the knowledge of how to evaluate the effectiveness of the used method (Bakare, 2010). Methods are different ways utilised by the facilitator to achieve the educational objective (including the classroom arrangement and teaching style). Technique which complements the methods used to performed various simple tasks is to bring about variety, clarity and focus to the teaching/learning experience in handling each educational task. Technique is related to the teaching style which is personal. Device are those things used to enhance, clarify and make the teaching process more interesting. They are meant to support methods and techniques used by a facilitator (Bakare, 2010).

Facilitators need to plan for adult education programmes and planning requires a wide range of competencies which include: Planning, Communication, Time Management, and Team Building. Planning-involves selecting from among alternative future courses of action for the programme and for every department or section within it (Wehrich, Cannice & Koontz, 2008). Planning has four important goals which are to counterbalance uncertainty and bring about change, to direct the available energy and resource on achieving the objectives, to gain economical operation and to facilitate control. These goals are necessary for effective running of adult education programmes which are multifarious and multi-faceted in nature (Bankole, 2010). Therefore, in planning the facilitator should be able to identify the needs of the adult learner through need assessment, establish clear objectives of the programmes, identify the necessary condition that will help in the achievement of programme objective and identifying ways of programme implementation to achieve the programme objective. The facilitator should be able to plan for evaluation of the programme in the light of multiple factors that may hinder or assist in implementing the programme, making the right choices out of many alternative good plans, and having supportive plans in event of unforeseen problems. He should plan the programme activities in sequence to enable a coordinated flow in communicating adult learning programmes.

Communication is the process of giving and receiving information. Communication is an intrinsic part of method used as the medium of exchange common to the learner and the

teacher. Communication in adult education has to do with an exchange of ideas in the form of a dialogue in which audio-visual equipment are often used to ensure effective communication where accessible (Bakare, 2010). Enabling facilitators to communicate adult education programme to adult learner involves the development of listening ability to decode messages in the right context. This is collaborated by Nation and Jonathan (2009:38) who states that listening is a bridge to learning a subject matter. Having good ability in listening is one of the main skills that has to be mastered by facilitators of adult education programme to enhance learners understanding. Listening tightly relates to the communication process. Harmer (2007:133) also states that listening can be helpful for students in running successful communication. The teachers'/learners' communicative competence successfully runs together with good listening skill. It also involves competency in knowing the demographic nature in which a message is sent. Demographic nature of the people has a shared set of norms, attitudes, beliefs and practices (Carlson et al 2004, Kalmijn and Tubergen 2010).

More recently, some demographers have emphasized conceptualizations of cultural change that include endogenous processes that shape not only the spread of ideas but also the form those ideas take as they spread. In this perspective, Johnson-Hanks et al (2011) argued that individual actors play a crucial role in reshaping both culture and material conditions through their interpretations of and responses to specific situations or events. This is why demographic skill is very essential to adult education facilitators so that they can adequately meet the need of the Adult learner. This will enhance the ability of the facilitator's competency in communicating barrier free messages. Eison (1990), gave the following barriers to effective communication which he defines as communication lacking clarity. This is filled with abstract concepts, overly-formal language, colloquialisms, and jargon. They obscure messages more than they serve to impress people. The use of stereotypes and generalisations in which speakers make unqualified generalisations to undermine their own clarity and credibility. This should be avoided not to get stuck in the habit of using stereotypes, or making generalisations about complex systems or situations. This will bring about balance in every situation. This will enhance sensitivity to the complexities of situations, which will allow viewing the world in multidimensional perspective. Barrier also includes springing into deductions and beclouding facts with implications and assumptions on knowing the reasons behind events which will necessarily have certain implications. Hence, it is good to avail oneself with all necessary information on issues under discussion and brings out the fact with better understandings or deductions.

Furthermore, obscured responses, snubbing and not reacting appropriately to an observation or statements can quickly weakens good or smooth communication. Similarly, divergent responses that do not clarify the issue at hand can also dent or quash and distort the connective link in a sound communication. Impatience and poor listening to others when they air their opinion on issues under discussion can undercut and creates unhealthy atmosphere for communication. Poor composure, timidity, and sureness is a major hindrance to effective communication. In other words, being nervous, incompetent, or poor dignity can disrupt your capability to make your desires and understanding known. In addition, insufficient cognisance of your personal privileges and prospects in a given

situation can obstruct you from articulating your ideas in the midst of others. Other skills in communication are the use of non-verbal communication, eliciting feedback on the outcome of adult learning programmes, asking good questions to improve learners understanding, presenting subject matter in the right context for the learners and excellent supervisory skills. Time management involves setting priorities and taking charge of situations to use time in an effective way. Time management involves managing one's own time, managing the organisations time and training others to manage their time and organisational time (Nafukho, Wawire & Lam, 2011). Team building is used to increase cohesion, cooperation and communication among workers (Brown & Harvey, 2006). These competency improvement skills may help facilitators to enhance adult education programmes outcome in Edo State, Nigeria.

Adult education is any educational activity that caters for the needs of adults to improve their performance in specific areas of adult life to improve their living standard. Adult education was described by Obidiegwu (2013) as all organised and purposeful educational activities designed for adults for their personal and societal fulfillment within and outside the school. It enables them to adapt to constant changing global requirements and needs to solve present and emerging problems which may include health, environment, economic, social and political problems to get them integrated into the society and avoid exclusion and marginalization.

Adult education programmes refers to all forms of education programmes for adults such as continuing education programmes for individuals and groups, professional, training for professionalism, staff development for self-fulfillment and improvement which stirs up productivity and progress in every organisation and society (Obidiegwu, 2014). From another perspective, adult education programme is any adult education service/activity providing arrangement through an institution or agency whether privately or publicly owned. These programmes are geared towards achieving certain objectives for both the providers and the beneficiaries to achieve these objectives. Therefore, the programmes must be properly managed in line with management principles obtainable in highly productive organisation (Olatunji-David, 2010). From the foregoing, adult education programmes are economical, flexible, learner centred, practical and participatory. This gives an opportunity for autonomy and self-directedness in learning. These Programmes such as basic literacy, post basic literacy, vocational, women education among others are meant to address the needs of adult learners. Improved competencies are required by facilitators to manage these programmes sequel to poor outcomes of adult education programmes as witnessed in Edo state Nigeria. This scenario is also noticed by Idowu, John, Stephen & Jane (2010) who found that the NFE facilitators' training programmes were defective hence producing defective facilitators to run adult education programmes in the South-South zone of Nigeria. They also found that there is lack of NFE facilitators in terms qualitative and quantitative; unless urgent specific steps were taken, the South-South zone of which Edo state is inclusive cannot be seen to benefit in a foreseeable future from an enduring development legacy of adult education programmes. It against this backdrop that this study is being carried out to determine the competency need of facilitators to improve adult education programme outcome in Edo state Nigeria.

Statement of the Problem

The need for improvement in the quality of adult education personnel especially facilitators for enhancing and enriching adult education programmes in Edo State Nigeria cannot be over emphasized. The facilitators are the hub on which the programme of adult education revolved. The success of the programme hinge around them which is dependent on the quality possessed by them for effective delivery of programme objective. However, programme failure has been recorded in many of the adult education programmes in Edo state Nigeria. Researchers outcome have shown that these failures are due to poor competency of adult education facilitators not possessing the requisite competencies for programme delivery to the learners. These includes the ability to plan and communicate the programme of adult education to the learners effectively. This is important because facilitators are key agents in implementing adult learning programmes, but they often neglect their competency needs through training (Murtala & Bala, 2015). There have been observed failures on ground in Edo State which shows that facilitator's qualification and training are inadequate, this lack of adequate training results in poor performance and low participation in adult education programme (Onwuadi, 2014). It is against this background that this study is been carried out to determine the competency improvement needs of facilitators for enhancing adult education programmes in Edo State, Nigeria.

Purpose of the Study

The general purpose of this study is to determine the competency improvement needs of facilitators for enhancing adult education programmes in Edo State, Nigeria. Specifically, this study seeks to:

1. determine the competency improvement needs of facilitators in programme planning to enhancing adult education programmes in Edo State, Nigeria?
2. ascertain the competency improvement needs of facilitators in programme communication to enhancing adult education programmes in Edo State, Nigeria.

Research question

1. What are the programme planning competency improvement needs of facilitators to enhance adult education programmes in Edo State, Nigeria?
2. What are the programme communication competency improvement needs of facilitators to enhance adult education programmes in Edo State, Nigeria?

Hypothesis

H₀1: There is no significant difference in the mean ratings of male and female facilitators ($P>0.05$) on programme planning competency improvement needs of facilitators to enhance adult education programmes in Edo State, Nigeria.

H0₂: There is no significant difference in the mean ratings of male and female facilitators ($P>0.05$) on programme communication competency improvement needs for facilitators to enhance adult education programmes in Edo State, Nigeria.

MATERIAL AND METHOD

The research design of this study is a descriptive survey. This method was adopted to enable the researchers sought the opinion of the facilitators in reference to competency improvement needs of facilitators to facilitate adult education programmes to achieve the desired result in Edo state Nigeria. The area of the study is Edo State Nigeria. It is made up of 18 Local Government Areas. We chose this area for the study because of the large number of facilitators present and because of the interest of the people in adult education programmes to meet their required need to enhance the skills of the people in local craftwork through adult education programmes. The population of the study comprised 549 adult education facilitators in Edo State. The sample size of the study is made up of 108 facilitators who were randomly drawn using simple random sampling technique by balloting. The instrument designed for the study was a 16-item questionnaire developed by the researcher which comprised two clusters. We designed each cluster to address each research question or query to ensure adequate representation of the items prepared to elicit the knowledge or information as regard the problem under investigation. The instrument was designed on a four-point Likert-scale of Highly Needed (HN), Averagely Needed (AN), Slightly Needed (SN) and Not Needed (NN). The rating scale was based on HN-4, AN-3, SN-2 and NN-1. The statistical instrument for the analysis is mean and standard deviation. The benchmark for acceptance of each item is 2.5 and above with a criterion for decision rule fixed at 2.5-4.00. The hypotheses were tested on a ($P> 0.05$) level of significance. The reliability of the instrument is .85 and .68 for each cluster respectively. We validated the instrument using three experts from the University of Nigeria Nsukka, two of the experts are from the Department of Adult Education and Extra-Mural Studies and one from the Department of Science Education, measurement and evaluation unit all in the University. This was to ensure that the structure and contents of the instrument are in line with the research objectives. We included the comments of the professional inputs of the validates in the final drafting of the instrument. The validated instrument was administered to the 108 respondents by the researcher and the questionnaire was collected on the spot to avoid quantitative depletion of the research instrument.

RESULTS

The results of the data analysis were presented in table format below based on each research question and hypothesis:

Research question one: What are the programme planning competency improvement needs of facilitators to enhance adult education programmes in Edo State, Nigeria?

Table 1: Table of Mean and standard derivation of respondents on the programme planning competency improvement needs for facilitators. **N = 108**

S/ N	Items Statements	\bar{X}	SD	D
1	Need assessment skill in identifying the most critical need of the adult learner	3.4 2	0.90	N
2	Competencies in establishing clear objectives of programmes at hand	3.3 7	0.77	N
3	Ability to identify the necessary condition that will enable the achievement of programme objectives.	3.4 7	0.69	N
4	Creative skills for identifying several ways of programme implementation to achieve the programme objectives.	3.4 1	0.66	N
5	Analytical ability to evaluate the various ways in the light of multiple factors that may hinder or assist in programme implementation	3.4 5	0.62	N
6	Developing the critical ability to make the right choice out of many alternative good plans	3.3 5	0.66	N
7	Competency in formulating supportive plans in event of unforeseen problems.	3.5 1	0.60	N
8	Ability to establish sequence of activities for smooth flow of the programme activities.	3.4 3	0.57	N

Note: \bar{X} = Means, SD = Standard Deviation and N = Needed, D=Decision

The result in table one shows the mean and standard deviation of the respondents on the programme planning competency improvement needs of facilitators for enhancing adult education programmes in Edo State, Nigeria. The results reveal that the respondents agree that the facilitators need all the skills to plan effectively to enhance adult education programmes in Edo State, Nigeria. These planning competencies include need assessment skill for identifying the most critical need of the adult learner, competencies in establishing clear objectives of programmes at hand, ability to identify the condition that will enable the achievement of the programme objective, creativity skills for identifying several ways of programme implementation to achieve the programme objective, analytical ability to evaluate the various ways in the light of multiple factors that may hinder or assist in programme implementation, develop critical ability to make the right choice out of many alternative good plans, and competency in formulating supportive plans in event of unforeseen problems. It also includes the ability to establish a sequence of activities for a smooth flow of the programme activities. We reach this decision because the items mean values are within the criterion mean range of 2.50-4.00. Hence, all the skills are competencies needed by facilitators, in enhancing adult education programmes in Edo State, Nigeria. The values of the standards deviation show less variation in the responses of the respondents because of the close range of the values in relation to mean values.

Research question two. What are the programme communication competency improvement needs of facilitators to enhance adult education programmes in Edo State, Nigeria?

Table 2: Table of Mean and standard derivation of respondents on programme communication competency improvement needs of facilitators. **N = 108**

S/N	Items Statement	\bar{X}	SD	D
9	Developing listening ability especially in decoding messages.	3.48	0.68	N
10	Competency in knowing the demographic nature in which message are sent	3.52	0.70	N
11	Competency in communicating barrier free messages	3.37	0.71	N
12	Ability to use non-verbal communication effectively	3.39	0.70	N
13	Developing the competency to elicit feedback on programmes.	3.26	0.79	N
14	Competency skills in asking good questions to improve learners understanding.	3.43	0.57	N
15	Ability to present the subject in the right context for learners understanding	3.48	0.78	N
16	Developing excellent supervisory skills to enhance leaners understanding of the subject matter.	3.44	0.78	N

Note \bar{X} = Means, SD = Standard Deviation, N = Needed and D=Decision

The result presented in table two reveal the mean and standard deviation of the respondents on the programme communication competency improvement needs of facilitators for enhancing adult education programmes in Edo State, Nigeria. The results show that the respondents agree to all the skills on communication competencies improvement needs of facilitators in enhancing adult education programmes in Edo State, Nigeria. These skills are: developing listening ability especially in decoding messages, competency in knowing the demographic nature in which the message is sent, competency in communicating barrier free messages, ability to use non-communication gestures, developing the competency to elicit feed-back, competency skills in asking good questions to improve learners understanding and ability to present the subject matter in the right context for learners understanding. It also includes developing excellent supervisory skills to enhance leaners understanding of the subject matter. These are the communication skills needed by facilitators for enhancing adult education programmes in Edo state Nigeria. This result is based on the mean values of the items which are within the range of criterion mean of 2.50-4.00. Therefore, all the item statements are competency improvement needs of facilitators, in enhancing adult education programmes in Edo State, Nigeria. The values of the standard deviation of the items show less variation or dispersion in the responses of the respondents based on the nearness of the values in relation to the mean values.

Hypotheses Testing

H₀₁: There is no significant difference in the mean ratings of male and female facilitators on programme planning competency improvement needs of facilitators to enhance adult education programmes in Edo State, Nigeria.

Table 3: Table of t-test analysis of male and female facilitators on programme planning competency improvement needs of facilitators.

s / n	Items statement	\bar{X}_m	SD _m	\bar{X}_f	SD _f	d f	T-cal	p-val	D
		N=72		N=36					
1	Need assessment skill in identifying the most critical need of the adult learner	3.58	0.50	3.35	0.01	106	1.21	0.23	NS
2	Competencies in establishing clear objectives of programmes at hand	3.51	0.57	3.31	0.83		1.25	0.21	NS
3	Ability to identify the necessary condition that will enable the achievement of programme objectives.	3.64	0.55	3.40	0.73		1.67	0.10	NS
4	Creative skills for identifying several ways of programme implementation to achieve programme objectives.	3.61	0.56	3.32	0.68		2.10	0.84	NS
5	Analytical ability to evaluate the various ways in the light of multiple factors that may hinder or assist in programme implementation	3.58	0.56	3.40	0.63		1.36	0.18	NS
6	Developing the critical ability to make the right choice in the face of many alternative good plans	3.41	0.72	3.32	0.64		0.67	0.50	NS
7	Competency in formulating supportive plans in event of unforeseen problems.	3.71	0.46	3.42	0.64		2.23	0.73	NS
8	Ability to establish sequence of activities for smooth flow of programme activities.	3.54	0.62	3.37	0.54		1.43	1.43	NS

Note: \bar{X}_m = mean of male, \bar{X}_f = mean of female, SD_m = standard deviation for male, SD_f = standard deviation for female, NS = No significant difference.

The result in table three reveal t-test analysis of male and female facilitators on the competency improvement needs of facilitators on programme planning for enhancing adult education programmes in Edo State, Nigeria. The analysis on each of the item are need assessment skill in identifying the most critical need of the adult learner with a P-value =0.23, competencies in establishing clear objectives of programmes at hand with a P-value =0.21, ability to identify the condition that will enable the achievement of programme objectives with a P-value =0.10, creative skills for identifying several ways of programme

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implementation to achieve the programme objective with a P-value =0.84, analytical ability to evaluate the various ways in the light of multiple factors that may hinder or assist in programme implementation with a P-value =0.18, developing the critical ability to make the right choice in the face of many alternative good plans with a P-value =0.50, competency in formulating supportive plans in event of unforeseen problems with a P-value =0.73, and the ability to establish a sequence of activities for a smooth flow of programme activities with a P-value =0.43. These results show no significant differences in all the item statements because the probability values of all the items are greater than the 0.05 level of significance ($P > 0.05$). Hence, the stated null hypothesis is not rejected in all the item statements.

H₀₂: There is no significant difference in the mean ratings of male and female facilitators on programme communication competency improvement needs of facilitators to enhance adult education programmes in Edo State, Nigeria.

Table 4: Table of t-test analysis of male and female facilitators on programme communication competency improvement needs of facilitators.

	Items statement	\bar{X}_m	SD_m	\bar{X}_f	SD_f	Df	t-cal	P-val	Dec
		N=72		N=36					
9	Developing listening ability especially in decoding messages.	3.51	0.72	3.46	0.66	106	0.34	0.37	NS
10	Competency in knowing the demographic nature in which message are sent.	3.54	0.81	3.50	0.66		0.28	0.78	NS
11	Competency in communicating barrier free messages	3.35	0.79	3.37	0.67		-0.15	0.89	NS
12	Ability to use non-verbal communication effectively	3.25	0.77	3.44	0.66		1.25	0.22	NS
13	Developing the competency to elicit feed back	3.32	0.65	3.23	0.84		0.53	0.60	NS
14	Competency skills in asking good questions to improve learners understanding.	3.74	0.45	3.37	0.67		2.80	0.06	NS
15	Ability to present the subject matter in the right context for learners understanding	3.58	0.72	3.37	0.80		1.24	0.22	NS
16	Developing excellent supervisory skills to enhance leaners understanding of the subject matter.	3.31	0.64	3.25	0.87		0.54	0.61	NS

Note: \bar{X}_m = mean of male, \bar{X}_f = mean of female, SD_M = standard deviation for male, SD_f = standard deviation for female, NS = No significant difference.

The results presented in table four shows the t-test analysis of male and female facilitators on programme communication competency improvement needs of facilitators to enhance adult education programmes in Edo State, Nigeria. The item by item analysis shows that developing listening ability especially in decoding messages has a P-value=0.37, competency in knowing the demographic nature in which the message was sent has a P-value=0.78, competency in communicating barrier free messages has a P-value=0.89, ability to use non-verbal communication gestures has a P-value=0.22, developing the competency to elicit feed-back has a P-value=0.60, competency skills in asking good questions to improve learners understanding has a P-value=0.06, ability to present the subject in the right context for learners' understanding has a P-value=0.22, and developing excellent supervisory skills to enhance learners understanding of the subject matter has a P-value=0.61. These results of the respondents show no significant differences in all the item statements because the probability values of all the items are greater than the 0.05 level of significance ($P > 0.05$). Hence, the stated null hypothesis is not rejected in all the items.

DISCUSSION OF RESULTS

The finding of this study has identified the competency improvement needs of adult education programme facilitators in terms of programme planning and communication competency improvement needs of facilitators to enhance adult education programmes in Edo State, Nigeria. Some major findings in the programme planning competency needed by facilitators are the ability to identify the learning condition that will enable the achievement of programme objectives, analytical ability to evaluate the various ways in the light of multiple factors that may hinder or assist in programme implementation, competency in formulating supportive plans in event of unforeseen problems and the ability to establish a sequence of activities for a smooth flow of the programme activities. These findings agree with that of Voor Beleid (2010, p. 9) whose study identify “a set of key competences that facilitators specific to adult learning should possess. They include the capability of facilitators to measure the adult learners’ improvement needs, possessing the skills of being able to plan and develop learning process, having the capability to facilitate knowledge both in the practical and theoretical frame to stimulate adult learners' own development, and being an evaluator of the learning process, and a programme developer.

This is collaborated by Messina and Enriquez (2005:41) who lay emphasis in relation to the training of adult educators/facilitators. However, he said “it is non-existence in public political recommendation”. This shows that there is a lack of proper policy framework put in place for the training of adult education facilitators as stated in the national plans or programmes of education in the various countries of the region particularly in Latin America. In Nigeria, the situation does not vary because the quantity of Adult Basic Education (ABE) training centres in the Nigeria could not be correctly ascertained, since the Federal and State governments, private institutions and NGOs all render many kind of training programmes they could regard as Adult Basic education. (Tahir 2004:160). These discoveries show facilitator’s need for these competencies for enhanced Adult learning

programmes in Edo state which have not directly being addressed. Bakare, (2011) also discovered these skill gaps among practicing facilitators in adult education programme and recommended the use of teaching methods through the acquisition of the relevant skills to complement and enhance Adult learning programmes. This implies that, without competencies, the teaching methods will not be properly utilised and teaching and learning will not be enhanced in literacy centres. However, Murtala and Bala, (2015) noted that facilitators are key agents in implementing adult learning programmes but most often, their training needs are neglected. Therefore, the findings in this study fully show that these competency needs of facilitators should be highly regarded as skill gaps or needs and should be considered for enhancing adult education programme especially in Edo state Nigeria.

Finding in the communication skill gap, identified the following competency needs of facilitators. They are listening ability especially in decoding messages, competency in knowing the demographic nature in which message was sent, competency in communicating barrier free messages, use of non-verbal communication effectively, competency to elicit feedback on programmes and competency skills in asking good questions to improve learners understanding. It includes ability to present the subject matter in the right context for learners understanding, and excellent supervisory skills to enhance leaners understanding of the subject matter. This finding is in line with Raelin (2008) on effective communication skills which are listening that help in attending to issues, clarifying goals, agendas, and norms. Promoting airing of views/problems from diverse viewpoints, openly but sensitively confronting conflict or disagreement and looking at the underlying assumptions operating in a situation. Revealing one's own assumptions and inferences and being aware of inconsistencies between one's beliefs and actions and giving feedback in a non-offensive way. Soliciting and receiving feedback from others. It also includes allowing and encouraging the airing of emotions and feelings of the group or learners. This shows that communication competencies are highly needed by facilitators to enhance adult education programmes in Edo state Nigeria. The hypothetical statement that guided the research study shows that significant differences in the mean ratings of the male and female facilitators of adult education programmes do not exist in Edo State Nigeria.

However, the uniqueness of this study to several other studies of this nature is obvious based on the review of some literatures. The reviews include the study carried out by Azadegan & Kolfshoten (2012) on the need for facilitators to have the skills and expertise required to successfully facilitate a group of participants to achieve their goals. The study adopted survey and interview research design to develop a framework in the form of an artefact to aid the facilitators in assessing their own performance in different meetings. It is called Facilitation Service Assessment Framework (FSAF), it allows facilitators to define metrics and measures in the context of facilitator's goals. Bakare (2011) conduct a study on who an adult educator is and what is expected of him in Nigeria. In his study, he documented a list of categories of people who fall into the group of adult educators and made case why they should be train appropriately.

Raelin (2008) carried out his study on the importance of facilitation in which the facilitator is learning for both self and others within team settings. And come with explicit skills and interventions that facilitators need to deploy when the focus of attention is on praxis rather than on task accomplishment. Tahir (2004: 160) in his own work opined that "the number of ABE training centres in the country is not really known, as the Federal and State governments, private institutions and NGOs all render different forms of training which could be regarded as adult education." This shows that facilitator training cannot even defined and becomes difficult of enhancing or improving it. These reviews from the literatures above shows that though the studies are on competencies of facilitators but vary in terms of study area, design, focus, population and data analysis. In this perspective, this study focusses on improving the facilitators competencies which was not addressed in similar studies reviewed and therefore has filled a critical gap.

Implication to Adult Education Programmes and Facilitators

Facilitators are indispensable tool to the successful implantation of any adult programmes. The quality and their competences possessed is a determinant factor to the achievement of the programme objective. This why they need to be trained and skilled up for effective implementation of adult education programmes in Edo state Nigeria. Many of the programme failure recorded in Edo state Nigeria point the fact that majority of the facilitator lack competencies in effective programme planning and communication. Competences of the facilitators in these areas of programme delivery is very important to the realization of the objectives of adult education in Edo state Nigeria. It is by focus on training and retraining of the facilitators that adult education could be of prime importance to life of the adults in Edo state Nigeria.

CONCLUSION

The study has identified adult education programme facilitators' competency improvement needs in the area of programme planning and communication to enhance adult education programmes in Edo State, Nigeria. The study also pointed out that the significant differences in the mean ratings of male and female Adult education facilitators on the programme planning and communication competency improvement needs for enhancing adult education programmes do not exist in Edo State, Nigeria. It was therefore concluded that the agency for Adult and Non-Formal Education should implement these competency needs to achieve the desired goals of adult education programmes in Edo state Nigeria. This will enhance adult education programmes in Edo State, Nigeria. This will bring about development thereby enhancing the general well-being of the Adult learners.

Recommendation.

1. It is recommended that facilitators should be equipped with planning and communication skills to improve adult education programmes through the agency for Adult and Non-formal education in Edo state Nigeria.

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