AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.5 No1, January – April, 2022 https://ajemates.org

FACILITATORS' PROFESSIONAL QUALITY AS PREDICTOR OF ADULT LEARNING ACHIEVEMENT IN BASIC LITERACY EDUCATION PROGRAMME IN BENIN METROPOLIS, EDO STATE

Sesan Oluwaseun Olawale,
Prof. (Mrs) Caroline O. Olomukoro
&
Prof Mabel O. Oyitso
Department of Adult and Non-Formal Education
Faculty of Education,
University of Benin, Benin City
sesan.olawale@educ.uniben.edu, 07038411426

ABSTRACT

The study investigated the facilitators' professional quality as predictor of adult learning achievement in basic literacy education programme in Benin Metropolis, Edo State. Four research questions and one hypothesis was tested in the study. The study was delimited to only adult learners in the intermediate class in basic literacy education programme and their respective class facilitators. The correlation survey research design was adopted for the study. The population of the study consisted of all the learners and their respective class facilitators in the 18literacy education programme in Benin Metropolis, Edo state. 92 adult learners in the intermediate class & their respective class facilitators (16) were selected as sample using the convenient sampling technique. Two research instruments validated through expert judgement approach were used to collect data for the study. The internal consistency of the instruments was done using the split-half technique involving the use of Cronbach alpha statistics. The data collected were analysed using descriptive and inferential statistics. The finding of the study revealed that facilitators' professional qualities significantly predict adult learning achievement (F=27.243, R=0.768, p=0.00< 0.05) and that facilitation proficiency of the facilitator was the best predictor of adult learning achievement (β = 0.492, p.004< 0.05) followed by their years of experience (β = 0.309, p.017< 0.05) and qualification (β = 0.032, p.854> 0.05). Based on the findings of the study, it was concluded that facilitators' professional quality relates to adult learning achievement in literacy education programme in Benin Metropolis, Edo State. Given this, it was recommended that individuals with the right facilitation proficiency, qualification and experience should be recruited as facilitators in basic literacy education programme and that continuous professional development programmes should be organized for facilitators to help them remain proficient in their facilitation duty.

Keywords: Facilitators, Professional Quality, Learning Achievement, Basic Literacy

Introduction

It has been acknowledged globally that education is the most viable tool for sustainable human development and an indispensable tool for enhancing overall economic growth and national development. It is seen as the cornerstone of every development thus forming the basis for literacy, skill acquisition and technological advancement (Omotayo, Eyarefe and Olawale, 2019). In recognition of the inestimable value of education, the Nigerian Government adopted education as an instrument par excellence for effecting national development (Federal Republic of Nigeria, 2014). The Nigerian government at all levels have established educational institutions to satisfy the educational needs and aspirations of the Nigerian people.

As an integral part of the education system, adult education has been recognized as a tool in the achievement of societal development. Being an aspect of the non-formal education, it is a specialized education system, which is targeted at the adult who desires education either as a medium of furthering educational pursuit or starting afresh from the beginning. Olomukoro and Abak (2015) pointed out that adult education in Nigeria is not just about literacy or remedial education to fill a gap, it is what people need and want as long as they are alive regardless of previous education. UNESCO cited in Usman (2015) maintained that adult education is a tool that has the potential to meet people's most vital needs and to stimulate social, cultural, political and economic development, especially on the part of the disadvantaged groups of people.

National Commission for Mass Literacy, Adult and Non-Formal Education (2017) stated that the objectives of adult education are to:

a. provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or (drop-outs). These include the nomads, migrant families, the disabled, and the disadvantaged gender;
b. Provide functional and remedial education for those who did not complete secondary education;
c. provide education for different categories of completers of the formal education system to improve their basic knowledge and skills;
d. provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals to improve their skills; and
e. give the adult citizens of the country necessary aesthetic, cultural, and civic education for public enlightenment.

Considering the high rate of illiteracy rate in Nigeria, literacy education has been the focus of adult education in Nigeria over the years. The high rate of illiteracy in Nigeria has made government of different government administrations make several efforts towards its reduction. According to Imhabekhai (2009), the earliest effort of the government was the launching of Adult Mass Literacy Education in the year 1946 to tackle the issue of illiteracy in the Nation. He further stated that the inclusion of Adult and Non-formal Education in the National Policy on Education in 1977was a major step taken at promoting basic literacy in Nigeria. Under the civilian administration of President Shehu Shagari, a ten year (1982-92) Mass Literacy Campaign was inaugurated. The National Commission for Mass Literacy, Adult & Non-formal Education was established in 1990 to cater for adult education provision in the country. Sequel to this, the then 19 States of the federation was encouraged to establish Agencies for Mass Literacy, Adult and Non-formal Education. With this development, government and non-governmental organizations established literacy education centres that were managed by the agency for Adult and Non-formal Education, Religious groups, corporate organization such as NYSC, Red Cross among others. In Benin Metropolis of Edo State, available literacy centres include the Government-owned basic literacy centre, Iyaro, Benin City; the Pioneer Adult Educational Centres in different locations in Benin City, Institute of Secondary education/Remedial Studies, Benin City, and the Pre GCE Examiner School of Reading and others (Olawale, 2017).

In recent times, the overall efficiency of basic literacy education programme has become an issue of worry because of the high rate of illiteracy and low enrolment and retention rates in the programme. Coupled with this is the low learning achievement rate of adult learners in basic literacy education programmes in the nation. Yahaya, (2011) noted that Basic literacy programmes tend to be heavily populated when they are opened, but often experience relatively low and irregular attendance rates and in turn low learning outcomes.

Akinroyode (2012) noted that it is no gainsaying that the primary purpose of the teaching and learning process in basic literacy programme is to bring about desirable change in behaviour in the learner. Basic literacy programme instituted by government and privates bodies is aimed at reducing the level of illiterate members of the society through the provision of needed learning contents. To this end, the extent to which this goal is achieved is a measure of adult learning achievement.

Bell, (2011) revealed that learning achievement in basic literacy programme is a function of many factors such as facilitators' quality in terms of proficiency years of experience as well as qualification. Others include learners' involvement and motivation, physical resources, available educational services, instructional supervision, centre leadership, school tone and structure among others.

In view of this, it has been acknowledged that the quality of education largely hinges on the quality of teaching that goes on in the classroom. This reinforces the idea that quality tutors make up for the deficiencies in the curriculum and in educational resources (Anderson cited in Arinde, 2010). Teachers with the right qualities are widely thought of as indispensable factor in the learning achievement of students (Hanushek and Rivkin, 2010). Learning achievement which is described as the extent to which learners have internalized the exposed contents is dependent on several factors one of which is quality teaching.

In the Nigerian educational system, teachers and facilitators qualities are measured in terms of qualification, years of experience and their teaching proficiency which is evident in their subject mastery, lesson preparation, lesson presentation, classroom management, communication, assessment/evaluation and personality. The tutor is the fulcrum of the education process and key in the entire education programme. They can make or mar the best educational programme. Therefore, competent, devoted and professionally qualified teachers are the essential foundation for a good education delivery which is measured in terms of learning achievement.

Similarly, there has been a substantial theoretical and practical emphasis acknowledging that facilitators are among the principal components of any adult education programme. A growing research base has gradually revealed that facilitators are among the most vital players influencing adult learners' outcomes, (Goldhaber, & Anthony 2007; Sanders, 2000). Corroborating this, Beaudin and Kincaid, cited in Alkali (2016) noted that the success of an adult learning situation is predicated on several factors that involve both the learner and the facilitators. The role of centre facilitators in basic literacy learning is crucial; they create opportunities for communal interface among the adult learners who often come to the programme with various purposes. To enable the learners' to cope, the facilitator must present his teaching activities in such an interesting way that they all become

attentive to the learning process. This implies that the facilitator as one of its numerous responsibilities must thrive to reduce tension and anxiety among the adult learners to ensure a comfortable atmosphere for learning (Ihejirika & Onyenemezu 2012).

Knowles explained that proficiency as a measure of facilitator qualities plays a significant role in the teaching and learning process of the adult learner. A proficient facilitator among other things exposes learners to new possibilities for self-fulfilment, helps learners clarify their aspirations, dialogue and identify life problems resulting from their learning needs. Ukpong, (2010) also revealed that proficiency as the quality of basic literacy facilitator entails preparing sufficiently before going to class to avoid loss of interest in what is being taught as well as withdrawal from involvement in learning activities. Similarly, to ensure learning, the proficient facilitator strives to encourage active participation by allowing the adult learners to exercise their maturity of purpose by being allowed to select the content of instruction, choose leaders, and determine the time, place and length of the class meeting. A proficient facilitator makes the basic literacy learners aware of the enormous benefits of literacy acquisition thereby becoming more encouraged and motivated to overcome difficulties in their way to acquire the literacy skills they desire.

Abraham and Keith (2006) and Darling Hammond (2000) revealed that year of experience as one of the sub-variables of facilitators' professional quality is important in the achievement of learners' academic performance. Longer years of experience enable facilitators to master the art and skills of facilitation. This assumption made Charles (2007) conclude that facilitators' experience has a significant positive effect on learners' achievement, with more than half of the gains occurring during the facilitators first few years, but substantial gains occurring over subsequent years. In the same view, Olutola (1999) revealed that there is a positive relationship between facilitators' qualifications and learners' academic achievement in every educational setting. Facilitators with requisite qualifications having undergone relevant adult education training contribute significantly to the learning need and achievement of adult learners in literacy programmes. Darling-Hammond (2000) stated that a facilitator, in addition to having requisite academic qualifications, should have good verbal ability; classroom management skills; interpersonal skills; high subject mastery; knowledge of teaching and learning; the

ability to use a wide range of teaching strategies such as Literacy Resource Materials (RLM), Learner Generated Resources (LGM), Drop-in-Centre (DIC), Work-Based Literacy, (WBL), Palace-Based Literacy (PBL) and Market Based Literacy (MBL) adapted to adult learners needs. A professional facilitator is one who is highly knowledgeable, intelligent, hardworking, dedicated, self-discipline, tolerant, friendly, who selects the right approaches to facilitation and serves as a role model through good character and respect for the profession.

In view of the enormous importance of a facilitator in the adult learning process, this paper seeks to investigate facilitator professional qualities as predictor of adult learning achievement in basic literacy education programme in Benin Metropolis, Edo state. The study assesses adult learning achievement in terms of their ability to read and write; hence it was delimited to adult learners in the intermediate class and their respective class facilitators in basic literacy education programme in the area under investigation.

Statement of the Problem

Over the years, educators and researchers have debated on which educational variables best predicts learning achievement. However, factors that influence learning achievement are not conclusively known and could be multivariate. They include tutors' effectiveness, school facilities, learners 'attitude towards school, interest in learning, study habit, attribution, self-efficacy, intelligence, motivation among others. Learning achievement is a phenomenon that has an educational, psychological and sociological connotation. Thus, 'learning achievement cannot be completely accounted for by only one or two variables but a number of them. Be that as it may, greater attention is given to the influence of facilitators' quality has on learners' educational achievement and has led to many educational kinds of research, particularly in the formal education sector. In basic literacy education, however, research investigations of this nature are limited. This has thus spurred this researcher to investigate the relationship between facilitators' professional quality and adult learning achievement in literacy education programme in Benin Metropolis, Edo State.

Research Questions

The following research questions guided the study.

1. What is the distribution of sampled facilitators by academic qualification in literacy education programme in Benin Metropolis?
2. What is the distribution of sampled Facilitators by years' of experience in literacy education programme in Benin Metropolis?
3. What is the distribution of sampled facilitators' by facilitation proficiency in literacy education programme in Benin Metropolis?
4. What is the distribution of adult learning achievement in literacy education programme in Benin Metropolis?

Hypotheses

The following hypothesis was tested in the course of the study.

Ho_1: Facilitators' professional qualities will not significantly predict adult learning achievement in basic literacy education programme in Benin Metropolis

Conceptual Framework

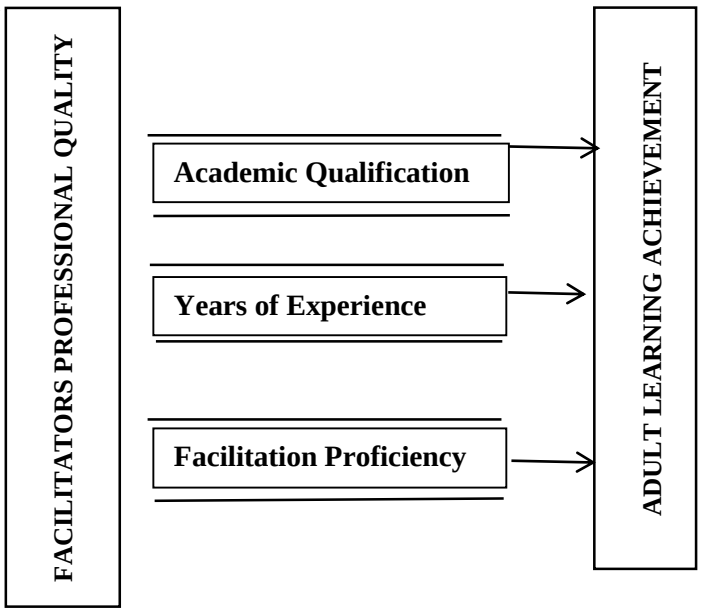


Figure 1: Conceptual Framework developed by the Researcher, 2021

Figure 1 shows a diagrammatic illustration of the indicators of facilitators' professional quality on adult learning achievement. It was shown that facilitators' quality's variables which include academic qualification, Years of experience and facilitation proficiency will have combined significant contributions to adult learning achievement.

Concept of Facilitator's Professional Quality

Ani (2003) defined an adult facilitator as a person who is trained to help adults to learn anything useful to them for personal and community upliftment. They are persons directly charged with the responsibility of facilitating the teaching and learning in adult education and literacy programme. Facilitators engage in imparting the skills of reading, writing and the skill of numeracy to adult learners. He can also be described as a person that imparts knowledge, a director of learning, an instructor, a disciplinarian, a pace-setter, an evaluator and a judge (Abdulkareem, cited in Arinde 2010). A facilitator is a person who assists a client or groups of clients with their interactions and discussions to perform a certain task or achieve certain objectives. They encourage learners to share ideas, resources and opinions and to be critical and constructive at the same time. Therefore, a facilitator is a person working with people to empower and enable them to achieve their needed skills for survival.

Quality on the other hand can be defined as a grade, level or degree of excellence, goodness or worth. Oakland (1999) posited that quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs. This simply means that quality is the ability to provide needed services efficiently and effectively to achieve desired results. In relation to the education system, quality can then be said to mark a level of acceptance or satisfied excellence of the teaching/learning process in an education system. Ejiofor and Aniagoh cited in Arinde (2010) explained that the quality of personnel determines the products and services they render; no organization can rise above the quality of its staff, all other production factors will remain unused without qualified personnel.

In the light of this, facilitators' quality, therefore, refers to the essential traits and features which are required of a person who is charged with the work of making an adult learner. The speciality of the adult learner makes it peculiar for the facilitators to possess the needed qualities to manage the learner towards achieving their learning goals. Like personnel in other organizations, facilitators in adult education who are the main executor of teaching and learning are equally expected to possess the desirable individual and specialized qualities that will enable them to execute their tasks well and achieve the aims and objectives of the programme. It is believed that the more qualified a facilitator is, the more productive he will likely be in his teaching and the more likely his learners will perform more brilliantly educationally. No wonder the Federal Government decided that teachers' education be given a major emphasis in all educational planning because no education system can rise above the quality of its tutors (FRN, 2004). Oakland (1999), similarly opined that the success of any educational programme depends solely upon the quality of human resources in form of teachers/facilitator employed to run the instructional programmes in the system.

To this end, Obanyain (2010) suggested that a teacher/facilitator should possess natural and learned qualities or attributes to perform excellently. Natural qualities are traits that are genetically inherent in a person, while learned or acquired qualities are those that come through learning in one's lifetime. A facilitator needs to develop his/her personal and academic qualities which will make him/her a better facilitator. Such personal qualities include physical energy, perseverance, responsibility, initiative, self-control, decisiveness, humour, sincerity, loyalty and leadership. On the other hand, academic quality includes high intellect, subject-matter knowledge,

adult tutoring and learning skills, tutoring experience, certification status, lesson preparation, course presentation, classroom management, communication skill, assessment skills passion among others. Darling-Hammond (2006) buttressed the above statement further when they stated that one way to measure the quality of facilitators is to look at their certification, teaching experience, academic responsibility and disposition towards teaching. A facilitators' quality is determined by his/her general performance in the entire instruction and learning process.

Concept of Adult Learning Achievement

Learning is a process of interaction of students with educators and learning resources in a learning environment. It is the assistance provided by educators in the process of knowledge acquisition and knowledge, mastery of skills and temperament, as well as the formation of attitudes and beliefs of students (Haryono, 2015). Learning achievement used interchangeably with learning performance is indispensable in every educational institution. In this study, adult learning achievement is the ability of the adult learner to study and remember facts and being able to communicate his knowledge orally or in written form. It is generally used to determine how well an adult learner can assimilate, retain, recall and communicate the knowledge of what has been learnt.

Adult learning achievement is the outcome of the education process which indicates the extent to which the adult learners, tutor, curricular and indeed the educational institution has achieved the predetermined educational goals (Engel, 2002; Bennett, 2003). Therefore, adult learning achievement helps to:

- provide direction and guidance in the implementation of adult education;
- determine a learners' self-image regarding the development of their capabilities;
- serve as a guide to improving the facilitation process;
- determine the need to improve the quality of the instructional program;
- increase the motivation of each learner; and
- determine and communicate the results of learning;
- certificate learning programme when necessary;
- improve Centre administration and systems;
- make relevant decisions.

In adult learning, learning achievement can be operationally defined as the aggregate of each adult learner's demonstrated learning, knowledge, skills, ability, and indeed cognitive, affective and psychomotor domains in reading and numeracy.

Facilitators' Professional Quality and Adult Learning Achievement

The influence of quality facilitators in the teaching and learning process cannot be overemphasized. A facilitator is a person responsible for outlining and guiding the adult client in the facilitation and learning process. They are the crucial driving force for the effectiveness of the entire programme. The qualities of a facilitator affect both the output of the centre and the learning of the client. Arinde (2010) noted that aside from the learners, the facilitators are the largest most essential input of an education system. Ijaiya (2008) concurred and opined that improving the quality of the teaching force in schools is seen as the key to raising learning achievement. Though adult is often self-directed learners, the quality of a facilitator exerts great influence on the level of learning output since they are the ones who direct the affairs of the entire learning process.

Corroborating the above assertions, Knowles had explained that the facilitator plays a significant role in the teaching and learning process of the adult learner. The facilitator among other things exposes learners to new possibilities for self-fulfilment, helps learners clarify their aspirations, dialogue, identify life problems resulting from their learning needs, provides physical conditions conducive to adult learning, accepts and treats the learner as a person, seeks to build relationships of trust and co-operation between learners, becomes a co-learner in the spirit of mutual enquiry and involves learners in a mutual process of formulating learning objectives. They also share with learners potential methods to achieve these objectives, helps learners to organize themselves to undertake their tasks, exploit their own experiences on learning resources, gear presentation of their resources to the levels of learners' experiences, integrate new learning into their own experiences, involve learners in devising criteria and methods to measure progress, develop and apply self-evaluation procedures. From these assertions, it is clear that the role of facilitators in basic literacy learning is crucial. Their quality is widely recognized by policy-makers, practitioners and researchers alike to be the most powerful related influence on learning achievement.

Darling-Hammond (2006), noted that several researchers have identified facilitators' qualities such as academic qualification, teaching experience and teaching or facilitation proficiency, pedagogical knowledge, subject mastery are significantly associated with higher learners' achievement. Abraham and Keith (2006) and Darling Hammond (2000) also attested that facilitators' year of experience as a measure of quality is important in the achievement of learners' academic performance. Charles (2007) asserted that facilitators' experience has a significant positive effect on learners' achievement, with more than half of the gains occurring during the tutors' first few years, but substantial gains occurring over subsequent years. Darling-Hammond (2006) reported in the same directions that while young facilitators and the fresh ideas they can bring are essential to improve facilitation's effectiveness, experience always matters in teaching. Research clearly shows that with each year of experience, teachers and facilitators improve their proficiency and effectiveness during the first seven years.

Corroborating this, Olutola (1999) in a study found that there is a positive relationship between facilitators' qualifications and learners' academic achievement in every educational setting. In a related development, the effect of facilitators' qualifications on group performance was found to be significant. Sam (2000) observed that the utilization of unqualified and under-qualified educators in South Africa impacts negatively on the quality of teaching with its implications on learners' academic performance. Alkali (2016) in his study on the relationship between facilitators' professional quality and learning outcomes in a basic literacy programme in Sokoto State Nigeria, revealed that: there is a significant relationship between the instructors' cognitive ability and learners' learning outcomes in basic literacy programmes in Sokoto state. Moreover, facilitators' educational qualification relates positively with adult learners' learning outcomes in basic literacy programmes in Sokoto state; Instructors' methodology of teaching relates strongly and positively with adult learners' learning outcomes in basic literacy programmes; Instructors' teaching experience relates positively with adult learning outcomes in basic literacy programmes and finally, facilitator quality relates positively and significantly with adult learners' learning outcomes in adult basic literacy programmes in the area under investigation. Perhaps it is in recognition of the positive relationship between facilitators' quality and learning achievement that Obemeatain Arinde (2010) suggested that an improvement in the staffing situation

in terms of qualities and as well of quantity is a sine qua non for raising the level of achievement in Nigerian learning institutions.

Research Method

This study investigates the relationship between facilitators' professional's quality and adult learning achievement. In view of this, the correlational survey design was used but it was conducted using ex-post facto. This is because the data were collected after the event had taken place. This research design enables the research to establish the relationship between the predicting variables and the criterion variable in the study. The population of this study comprised of all the adult learners in the end their facilitators in the 18basic literacy centres in Benin Metropolis, Edo State. (Field Survey, 2021). The sample for this study consisted of 108 adult learners and facilitators. To select the sample for this study, the purposive sampling technique was used to select all basic literacy education centres that have learners in the intermediate class. Of the 18 available basic literacy centres in the area under investigation, 16 literacy centres, were therefore selected having the criteria stated above. From the 16 literacy centre, all the 92 adult learners in the intermediate classes and their class facilitators (16) were selected for the study totalling 108 participants for the study using the convenient sampling technique. The justification for this was the relative low number of subject in the scope of the study. Two instruments, namely ''Facilitator Professional Quality Assessment Questionnaire (FPQAQ) and Adult Learner Achievement Test (ALAT)''were used to collect relevant data for the study. The FPQAQ was adapted from the Students' Practicum Facilitator Assessment Booklet of the Department of Adult and Non-formal Education, University of Benin. It was re-designed on a 5-point modified Likert scale of Excellence, Very Good, Good, Fair and Poor. The Instrument was designed to measure the facilitators' professional quality vis-a-vis the following variables: Facilitators proficiency, Facilitations' Qualification and Facilitators' Years of Experience. The questionnaire was completed partly by the facilitators and the researcher to ensure objectivity in the rating of their quality as a facilitator. The second instrument ALAT was also adapted from a standardized Literacy and Numeracy Achievement (LaNA) Test designed by National Institute for Educational Planning and Administration (NIEPA, Ondo). It is a multiple-choice test covering basic questions to test the basic reading and numeracy ability of learners in basic literacy centres. This was completed by the adult learners to assess their learning achievement. The instruments FPQAQ and ALAT were re-validated using the expert

judgment approached. Experts in the area of adult education, educational management and educational evaluation helped in vetting the instruments to ensure the content validity. Suggestions made by the experts were adhered to before the final draft was produced. The reliability of the instrument was conducted using the split-half reliability method. The instruments were administered to 25 adult learners and 10 facilitators outside the sampled population. After collection, the Cronbach alpha statistics were used to analyse the data from the instruments showing a high-reliability index of 0.79 and 0.71 respectively. The instruments were administered by the researcher with the aid of some centre personnel. 92 copies of the achievement test were prepared for distribution but only 61 copies were completed and returned while the 16 administered questionnaires for facilitators' quality assessment were completed and returned. The data collected were analysed using descriptive statistics, t-test, Pearson product-moment correlation statistics and linear regression analysis. Hypotheses were tested at a 0.05 level of significance.

Presentation of Result and Discussion of Findings

Research Question One: What is the distribution of sampled facilitators by academic qualification in basic literacy programme in Benin Metropolis?

The data obtained were analysed and the result is presented in Table below

Table 1: Percentage of facilitators by academic qualification

		Frequency	Percentage	Cumulative Percent
Valid	SSCE	2	12.5	12.5
	ND	1	6.3	18.8
	NCE	5	31.3	50.0
	BSC	4	25.0	75.0
	B.ED	3	18.8	93.8
	MED/MSC	1	6.3	100.0
Total		**16**	**100.0**	

Table 1 illustrate facilitators' level of academic qualification in basic literacy education programme in Benin Metropolis. The first category representing 12.5% of the sampled Facilitators were SSCE holders. The Facilitators with National Diploma, National Certificate in Education and Bachelor Degree in Non-educational Area were 6.3%, 31.3% and 25.0% respectively. The Table further showed that 18.8% have a bachelor degree in education-related courses while 6.3% had a master degree. It can be concluded that facilitators with NCE participated more in the study.

Research Question Two: What is the distribution of facilitators by years' of experience in basic literacy education programme in Benin Metropolis?
The data obtained were analysed and the result is presented in Table below

Table 2: Distribution of Facilitators by Years of Experience

		Frequency	Valid Percent	Cumulative Percent
Valid	1-3 Years	1	6.3	6.3
	4-6 Years	2	12.5	18.8
	7-9 Years	5	31.3	50.0
	10-12 Years	7	48.8	93.8
	Above 12 Years	1	6.3	100.0
Total		**16**	**100.0**	

Table 2 above showed that 6.3% of sampled facilitators have 1-3 years' experience, 12.5% had 4-6years, 31.3% had 7-9years, and 48.8% had 10-12years experience while 6.3 had more than 12 years of experience in facilitation**.** It can be concluded that Facilitators with 10-12 years' experience participated more in the study.

Research Question Three: What is the distribution of facilitators' by facilitation proficiency in basic literacy education programme in Benin Metropolis?
The data obtained were analysed and the result is presented in Table below

Table 3: Distribution of facilitators' proficiency

	Frequency	Valid Percent	Cumulative Percent
Poor	1	11.8	11.8
Fair	3	17.6	29.4
Good	6	35.3	64.7
Very Good	5	29.4	94.1
Excellence	1	5.9	100.0
Total	**16**	**100.0**	

Table 3 above showed that 11.8% of sampled facilitators were rated poor, 17.6% were rated fair, 35.3% rated good, 29.4% rated Very Good and 5.9% were rated excellence. It can be concluded that facilitators majority of the responding facilitators were rated above average.

Research Question Four: What is the distribution of adult learning achievement in basic literacy education programme in Benin Metropolis?
The data obtained were analysed and the result is presented in Table below

Table 4: Distribution of Adult Learning Achievement

		Frequency	Percent	Cumulative Percent
Valid	Poor**(E)**	1	1.6	1.6
	Fair**(D)**	09	14.8	16.4
	Good **(C)**	10	16.4	32.8
	Very Good**(B)**	25	41.0	73.8
	Excellent**(A)**	16	26.2	100.0
	Total	**61**	**100.0**	

The Table 4 above showed that 1.6% of sampled learner learning achievement was classified poor, 14.8% Fair, 16.4 Good, 41% Very Good 26.2 had Excellent. It can be concluded that the learning achievement of the majority of the adult learners was graded good and above.

Hypotheses Testing

Ho_1: Facilitators' professional qualities will not significantly predict adult learning achievement in basic literacy education programme in Benin Metropolis
The data obtained were analysed and the result is presented in Table 5

Table 5: Model Summary, Coefficients and F-Value of Multiple Regression Analysis of facilitators' professional qualities and adult learning achievement

Model Summary	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
	.768[a]	.589	.568	.69657	27.243	.000

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.784	.356		2.200	.032		
F.Y.E	.306	.124	.309	2.466	.017	.458	2.186
A.Q	.028	.149	.032	.185	.854	.243	4.111
F.P	.543	.181	.492	3.010	.004	.270	3.710

Table 5 showed the Model Summary, correlation, coefficients and F-Value of Multiple Regression Analysis of facilitators' professional qualities and adult learning achievement. The data summarized in the Table shows an F=*27.243*, correlation R-value of *0.768*, adjusted R^2value of 0.568 and *p-value= .000,* testing at an alpha level of *0.05*, the *p-value* (*.000*) is less than the alpha level (*0.05*), therefore, the null hypothesis which states that ''there is no significant relationship between facilitators' professional qualities and adult learning achievement in literacy education programme in Benin Metropolis'' is rejected. Hence, facilitators' professional qualities significantly predict adult learning achievement in literacy education programme in the area under

investigation. With an adjusted R^2value of *0.568*, it means that 56.8% of the total variance in adult learners' achievement can be accounted for by facilitators' professional qualities.

The Table equally showed the relative contribution of each predicting variables **(**Facilitators' Years of Experience (F.Y.E), Academic Qualification (A.Q) and Facilitation Proficiency (FP**)** to the criterion variable (adult learning achievement). The coefficient showed that each predicting variable contributes 30.9%, 3.2% and 49.2% of the observed variance in the criterion variable respectively. It was also showed in the Table that Facilitators' years of experience and facilitation proficiency are independent significant predictors of adult learning achievement while Academic qualification is not significant. The Table lastly showed that the assumption of Tolerance and Variance Inflation Factor (VIF) was not violated hence indicating a good multiple regression model.

Discussion of Findings

This study examined the facilitators' professional quality as a correlate of learners' achievement. The finding of the study revealed that 12.5% of the sampled facilitators were SSCE holders, while National Diploma, National Certificate in Education and Bachelor Degree in Non-educational Area were 6.3%, 31.3% and 25.0% respectively. The result further showed that 18.8% had a bachelor degree in education-related courses while 6.3% had a master degree. This finding is supported by Alkhai (2016) who had conducted a similar study in Sokoto state. He revealed that the majority of the facilitators in his survey are non-education Diploma, SSCE and Basic Literacy Certificate holders taking about 75% of the total sampled instructors. The study similarly revealed that 6.3% of sampled facilitators have 1-3 years' experience, 12.5% had 4-6years, 31.3% had 7-9years, and 48.8% had 10-12years experience while 6.3 had more than 12 years of experience in facilitation indicating that 50% of the sampled population had less than 10 years' experience.

The third research question showed the facilitation proficiency rating of sampled facilitators in the area under investigation. The rating showed that 1. 11.8% of sampled facilitators were rated poor, 17.6% were rated fair, 35.3% rated good, 29.4% rated Very Good and 5.9% were rated excellence. This implies that 71.6% of sampled facilitators were rated average and above in facilitation proficiency. The last research question of the study showed the learning achievement distribution of the sampled adult learners. The research question revealed that 1.6% of learner achievements were graded poor, 14.8% Fair, 16.4 good, 41% very good 26.2% graded excellent. This indicated that 83.4% of learners had above average scores.

Furthermore, the study through the hypothesis tested revealed that facilitators' professional qualities significantly predict adult learning achievement (R=.768, $R^{2=}$ 0.568, F=27.243, *p.000<0.05).* The hypothesis further revealed that facilitators' years of experience and their facilitation proficiency are good predictors of adult learning achievement. These findings is in line with FGN (2014) view that who stated that no nation can rise above the quality of its tutors. Abraham and Keith (2006) and Darling Hammond (2000) agreed that tutors' years of experience as a measure of quality is important in the achievement of learners' academic performance. Ijaiya

(2008) similarly concurred and opined that improving the quality of the teaching force is seen as the key to raising learning achievement.

Conclusion

The study established the relationship between facilitators' professional quality and adult learners' achievement in literacy education programme in Benin Metropolis, Edo State. It was therefore concluded that the facilitator quality is a crucial contributor to the learning achievement of adult learners in basic literacy education programme. This thus further reinforces the assertion stated in the National Policy on Education (2014) that no educational system can rise above the quality of its tutors. Facilitators, therefore, are essential components in the adult teaching and learning process.

Recommendations

The following recommendations are made based on the findings of this study:

- Employment of basic literacy facilitators should be properly done emphasizing the right qualification and relevant proficiency test
- There should proper monitoring of basic literacy centre to ensure professional qualified personnel are recruited
- Basic literacy facilitators should be exposed to regular professional training and development programmes such as workshop, seminar and conferences by NMEC and other relevant training institutions to enhance their acquisition of current knowledge on basic literacy issues and keep abreast with modern trends in globalization for improved productivity in the programme
- An incentive should be given to performing facilitators to enhance continued performance on the job.

References

Alkali, M. (2016). Facilitators' professional qualities and learning outcomes in Non- Formal Basic Literacy Programme in Sokoto State, Nigeria. *Journal of Research & Method in Education*. 6, (5), 50-61.

Ani, R.O. (2003). *An Introductory Approach to the Study of Adult Education*. Enugu: Don Sinbad Communications.

Arinde, M. R. (2010) *Educational Services, Teacher Quality and Students' Academic Performance in Public Senior Secondary Schools, North Central Zone, Nigeria*. An Unpublished PhD Thesis, University of Ilorin, Ilorin.

Darling-Hammond, L. (2000). Teacher quality and students' achievement. *Education Policy Analysis Archives*. 10, (36), 16-38.

Darling-Hammond, L. (2006). Research and rhetoric on teacher certification: a response to teacher certification reconsidered. *Education Policy Analysis Achieves*. 16, (6) 15-30.

Ejiofor, P.N.D. &Aniagoh, V.A. (1994). *The Nigerian Manager: Challenges and Opportunities*. Ibadan: Intec.

Goldhaber, D. & Anthony, E. (2007). Can teacher quality be effectively assessed? National board certification as a signal of effective teaching.*The Review of Economics and Statistics*. 89(1), 134–150.

Hanushek, E.A. &Rivkin, S.G. (2010). Generalizations about using value-added measures of teacher quality.*The American Economic Review*.100(2), 267–71.

Ihejirika, J.C. &Onyenemezu, E.C. (2012). Learning in Adult Years: The Experiences of the Nigerian Adult Literacy Learner. *Academic Research International*. 3(3), 221-226

Ijaiya, N.Y.S. (2008). *Radicalizing educational supervision for sustainable social and political development through universal basic education*. A paper presented at the 2008 international conference of the Nigerian Association for Educational Administration and Planning (NAEPA), Abuja

Imhabekhai, C.I. (2009). *Programme Development and Management in Adult and Non-formal Education.* Lagos, Amfitop-Nigeria Limited

Jarvis, P. (1996). *Adult and Continuing Education. Theory and Practice* (2nd ed.). London: Routledge.

Knowles, M. (1990). *The Adult Learner. A Neglected Species (4th ed.).* Houston: Gulf publishing company.

Nationa Commission for Mass Literacy, Adult and Non-Formal Education (2017). *Policy Guideline for Mass Literacy, Adult and Non-Formal Education in Nigeria*. Abuja: Yalam Press.

Oakland, S.J. (1999). *Total Quality Management*. Great Britain: Martins.

Olomukoro, C.O&Abak, G. (2015) Utilising Innovative Adult Education Programmes for Gender Equality. Proceedings of the 2nd Interdisciplinary Conference of TASUED-UCC 2016 22ND August 2016 – 25st August 2016 at Tai Solarin University of Education, Nigeria.

Olawale, S.S (2017) A survey of Innovative Startegy for Strengthening Adult Literacy Education Programme in Nigeria. Journal of Cotemporaru issues in Educational Planning and Administration. 2(1), 67-75

Olutola, S.A. (1999). *Teacher Quality and Internal Efficiency*. Unpublished PhD Thesis, University of Ibadan

Sanders, W. L. (2000). *Value-Added Assessment from Student Achievement Data*. Cary, NC: Create National Evaluation Institute.

Ukpong, E.M. (2010). *The Psychology of Adult Learning*. Port Harcourt: Double Diamond Publishers.

Usman, M.M. (2015). Adult Education and National Transformation in Nigeria. Sokoto *Educational Review* 16(1), 49-58.