

**ASSESSMENT OF THE PROSPECTS AND OPPORTUNITIES AVAILABLE
TO ADULT FACILITATORS-IN-TRAINING IN BENIN METROPOLIS**

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SEPTEMBER, 2023.

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BY

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**A RESEARCH WORK WRITTEN AND SUBMITTED TO THE
DEPARTMENT OF ADULT AND NON FORMAL EDUCATION, FACULTY
OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY. IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
BACHELOR OF EDUCATION (B.Ed) DEGREE IN ADULT EDUCATION.**

SEPTEMBER, 2023.

APPROVAL

I hereby approve that this research as carried out by Precious OKORO with Matriculation Number: EDU1810195 is adequate in scope and quality and is accepted in partial fulfillment of the requirements for the award of Bachelor of Education Degree (B.Ed) in Adult Education.

Mr. I. H. Omoregie

Date: -----

CERTIFICATION

We the undersigned hereby certify that this work was carried out by Precious OKORO with Matriculation Number EDU1810195 in the Department of Adult and Non Formal Education University of Benin, Benin City, Nigeria.

In partial fulfillment of the requirements for the award of Bachelor of Education (B.Ed) Degree in Adult Education.

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DEDICATION

This project is dedicated to God Almighty. Also to my parents Mr. and Mrs. Florence Okoro, whose desire was to see that I have access to education. Thank you so much.

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The researcher's greatest gratitude goes to God Almighty for His unfailing provision and sustaining grace and His abiding presence all through her course of study in the University of Benin.

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ABSTRACT

The study investigated the prospects and opportunities available to adult facilitators-in-training in Benin Metropolis. Three research questions were raised and two hypotheses were formulated to guide the study. The descriptive survey research design was adopted for the study. The targeted population of the study included undergraduate students, post graduate students and lecturers of the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin. A total of 120 respondents were used as sample of the study. They were selected using the stratified, proportionate and census techniques respectively. A structured questionnaire titled "Assessment of the Prospects and Opportunities for Adult Facilitators-in-Training" (APOAFTQ) was used as the research instrument. The instrument was validated by the project supervisor and two other lecturers in the Faculty of Education, University of Benin, Benin City. The reliability of the instrument was determined using the Cronbach alpha procedure of which an average weight of 0.70 was obtained. The data collected were analysed using the descriptive and inferential statistics. The descriptive statistics involved frequency count, percentages and mean score with a criterion mean of 2.50 while the inferential statistics involved the use of the Pearson's r to test the hypotheses formulated. After the analyses, it was found in the study that there are job prospects and opportunities available to adult facilitators-in-training upon completion of their training programmes. It was also revealed that there are professional development opportunities available to adult facilitators-in-training in order to enhance their job productivity and career advancement. The study therefore concluded that job prospects are available to adult facilitators-in-training in Benin Metropolis. On the basis of the findings and conclusion reached in the study, it was recommended among others that adult facilitators-in-training should give themselves to professional development in order to advance in knowledge and skill; and that adult education as a course of study should be recognized as a profession among other professions without any form of discrimination.

CHAPTER ONE

INTRODUCTION

Background to the Study

Over the years there has been a wrong notion of what adult education is all about, this has led to poor participation of students accepting to study adult education as a course in the tertiary institutions. Adult education is a course of study or programme under the social sciences–humanities. For a proper and better understanding what of this study entails, some key concepts will be discussed and interlinked, helping us to have a full and clear perspective of prospect and opportunities available for adult-facilitators-in-training. Adult education has been defined by various scholars, writers and researchers in their own perspective or ideology, but there has been similarities in their definitions. However, the generally accepted and bedrock of all definitions was given by UNESCO in her international conference in Nairobi, Kenya, (1976) as reported in Onyenemezu (2012, p.53) defined adult education as:

"The entire body of organized education process whatever the content, level or method formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as apprenticeship whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitudes or behavior in the two fold perspectives of full personal development and participation in

balanced and independent social, economic and cultural development. (p.53)".

The above stated definition is encompassing and explains the whole idea of adult education. Nzeneri (2006) opined that adult education is not just about literacy or remedial education to fill a gap. That is, it's an educational process needed by all as long as they are alive and regardless of previous education attained. Also, Akintayo and Oghenekhow (2004), " had earlier argue that adult education aims at providing lifelong education that prepares the individual for changes and creates dynamic frame of mind in the individual". The best investment one can make is on education as an individual and as a nation/country. This has a great benefit that is generational. A dynamic frame of mind simply means a creative and innovative mindset, enrich with knowledge and skills. This frame of mind is needed by everyone most especially the adults in order to fit into the constant and changing world. This also implies that every human craving for learning is continuous to keep abase with the changes occuring. Another key definition to point to is that adult education is a provision of guided learning activities for adult who might at some point had working experience after the termination or interruption of their education in the regular formal school system. In a broad sense, it is any form of learning that adults partake in

beyond the conventional or traditional schooling. Adult education is a learning experience which is from 'cradle to grave'. It can also be referred to as a lifelong learning process.

Adult education as a programme of study, can be viewed from two perspective. One as a programme which adult learners enrolls into and two, as a course of study in the tertiary institutions for undergraduates who at the end will obtain a certificate of completion. "Therefore adult education as a programme of study, refers to any educational programme(s) developed by a tertiary institution and organized as an academic plan to move its beneficiaries (graduates) towards a career path in helping adults to learn". There are necessary skills, knowledge and competence that are required for a facilitator to possess of which adult education makes available. The sore aim of adult education is to initiate a form of continuity in the process and practice of learning. Education is the bedrock of any society, of which its end product is a literate individual or citizens whose mindset have been transformed, renewed, and developed to meet up with the fast pace of technological advancement, industrialization and globalization. One major indices of measuring the rate of development in a given nation is the literacy level of her citizens (adults). This can be referred to as human capital development index (HDI). Most developed countries attained the level they are now as a result of focusing and investing more on education and precisely, adult education. According to Ihejirika (2007) "says a glaring example

of adult education on the society is the fact that highly developed countries such as the UK, USA have a very low illiteracy index (some as low as 2%) while developing countries like Nigeria have an index of up to 31%". For development to creep into most developing countries, there is the need to strictly invest more in education, precisely adult education programme for her citizens. The whole idea of this, is that for development to occur in a considerable aspect of our nation, there is the need to embrace adult education programmes and fully implement it.

Adult education as a programme of study should be introduced and financed in our campuses (tertiary institutions) and also awareness should be created to encourage and enlighten undergraduates coming into the university to accept it as a choice of study. This will contribute in no small measure to the economic, political and social dimension of development of the society. Undergraduates coming into adult education programme should give in their all to know what the programme entails, its impact to our society, the requirements for qualification and finally the career opportunities or job prospect available for them. Adult education programme should be a worthwhile venture for undergraduates to attain the requisite skills and knowledge as well as competence in order to give back to the society at large.

Adult facilitators are important agents in the fight against illiteracy in the society and therefore should be treated with due consideration and respect. In our contemporary society, the role of teachers/facilitators have been downplayed and not

recognize, whereby they are the bridge between a developed society and underdeveloped society. Who then is a facilitator? Bakare (2011) states that the word "facilitator" is a French word 'facile' meaning someone who makes it easy for adults to learn. According to the facilitators handbook for non-formal education (2006) cited in Paiko (2009), "a facilitator is the person directly charged with the responsibility of helping adults learners to learn at any center and at their pace." Ngwu (2013), "describes a facilitator as one who intelligently handles complex learning situation and simplifies learning for the adult learners." A facilitator is saddled with the responsibility or duty to teach, liberate, unfetter, extricate, to assist, unravel, to clear, unburden, relieve and ease adult learning through adult education programmes.

An adult facilitator-in-training simply refers to a person or an individual whether male or female who has sign in for a degree in adult education to acquire or gain the necessary skills, knowledge, competence, attitude and values in that field of study to enable her/him to transmit this knowledge or skills to adult learners who come into a learning programme to acquire or learn for self-development and fulfillment. A facilitator-in-training or an undergraduate is equipped or taught the principle of andragogy which is necessary for the effective and efficient transmission of knowledge, skills and competence to an adult learner who enrolls for any adult education programmes. An adult facilitator-in-training is mandated to receive a certificate at the end of her/his training programme. "Qualified adult

facilitators/educators are needed in order to achieve both a quantitative expansion and qualitative improvement of adult learning activities (Nuissl and Lattke, 2008, P.7). Therefore, the need for professional development and the quality of adult education professionals must be put into consideration by the ministry of education. More emphasis will be given to the concept of facilitator-in-training (i.e an undergraduate) intending to become a full pledge qualified facilitator or educator.

At this point it will be important to write on the competency level of an adult facilitator-in-training. Competency according to the English dictionary means having sufficient skill, knowledge, ability, or qualifications. In other words, these skills, knowledge, or ability are required from an individual in order to perform a task or assignment. "Competency is the ability for an individual worker to do a job according to prescriptions (Akpan, Akaeze and Nebo, 2006)". Ifeanyieze and Olaitan (2009) "describe competency as a state of being adequate in performing a task". As a facilitator, she/he is expected to have the ability and andragogic skill or principle to carry out adult learning process effectively and efficiently.

Facilitators are important in any adult education programme and as such are expected to carry out these various functions/roles as outlined by Obidiegwu (2013) mutual diagnosis of the learning and identification of programmes ideas which is subdivided as follows; mutual planning and the experiences and instruction 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 objective were achieved, the extent of it's achievement and to make necessary decisions for the future. These roles require special competencies and skills to actualize the adult education programmes. As an adult facilitator-in-training, there are skills and abilities you should have such as being prepared always, giving guidance to learners, communication skill, flexibility, active listening and time management. One key role of a facilitator is to lead without directly getting involved in the process and also encouraging participation and creativity.

One veritable key to employment and the creation of job opportunities could be trace to adult education. Mary (2009) and Ali Momoh (2009) "have stress the need for adult education and vocational training for job creation. Not only does adult education programme bring about self-development and actualization to learners, but likewise has a positive return to the facilitator. Job placement prospect for adult-facilitators-in-training simply means the services offer by educational institutions, employment agencies and recruiters to help individuals find work. Colleges and universities do have a job placement programme for students prior to graduation in order to discuss employment strategies. Adult-facilitators-in-training are not left behind in this. The job prospects available for adult facilitator-in-training cannot be

overemphasize. A job prospect simply refers to a person potential ability to apply for a job or rather get a particular job of interest. It can also refer to the probability of a future success in a given position or career. For better comprehension, let's look at the slit difference between a job and a career. A job is a task or piece of work, especially something that a person or an individual is paid for i.e. there will be a return or a form of wages or salary. A career on the other hand is any occupation undertaken for a significant period in a person's life, which offers opportunities for progress. Both a job and career involve getting paid incentives, wages or salary but a career is more focused on a lifelong term or activity than a job which is usually immediate, and changes over time as a result of economic factors as well as personal factors and it is more of a short term basis. In line with this, it is expedient to have trained adult education facilitators as professionals in order to deliver the process of adult learning effectively and efficiently.

Majorly adult education prepares facilitator-in-training (i.e. undergraduate) for variety of job in colleges, corporations, and even small businesses. Professionals that can teach/train students or employees in various field are in high demand. This is why a career in adult education can lead to a variety of lucrative opportunities. There is an highlight from the United Nations Jobs, the following job are available for adult education facilitators; Learning and development specialist, Health promotion programme manager, Senior learning development associate, Small business

counselor, Adult education instructor, Associate programme specialist (training design), Financial capability programme coordinator, Inter-humanitarian affairs, Gender and inclusion advisor for conflict prevention, Peace building, Training coordinator and curriculum design specialist etc. With these job prospect in view, we can say that adult education is a rich field to invest ones career in as it creates hope and security for one's life and future.

Professional development of adult-facilitator-in-training seeks to address the competence level and educational requirement for an adult-facilitator-in-training to become a professional in the field of adult education. A competent adult facilitator plays a vital role in improving the quality of adult education programmes and the learning process of facilitating adult learners. UNESCO Institute for Lifelong Learning (UIL), (2016) stated that "competent adult learning facilitators were found to play a vital role in increasing participation (Von Hippel & Tippelt, 2010) and improving the quality of adult learning programme. Hence, providing professional development for adult-facilitators-in-training will help enhance recruitment and efficiency for the programme of study. In assessing the professional development of adult-facilitators-in-training, the stakeholders perspective, teaching experiences and adult learners view point are highly extreme to justify the level of professionalism of a facilitator.

Statement of the Problem

In the context of adult-facilitators-in-training programmes in Benin Metropolis, there exists a gap in understanding the extent and quality of prospects and opportunities readily available to trained adult facilitators over the years. The training programmes aim at equipping individuals with the requisite skills and knowledge for facilitating adult learning, but there has been finite research on how these programmes can be translated into tangible employment prospects, career advancement opportunities, and professional growth for adult facilitators. This poor comprehensive assessment has hindered the capacity of programme providers, policy makers, employers of labour as well as adult facilitators themselves to make a well concise and informed decision, maximize employment potential and opportunities, and effectively address the needs of the adult facilitators workforce. As a result of this, there is a demand to investigate or examine and access the prospects and opportunities available to adult-facilitators-in-training in Benin Metropolis, in order to bridge the gap in knowledge, as well as provide a valuable insight for programme improvement, make informed and relevant decisions and the overall development of the adult facilitation sector.

Research Questions

The following research questions were rased to guide the study. They are stated as follows;

1. What are the job placement prospect for adult facilitators who have completed their training programme in Benin Metropolis?
2. What are the professional development opportunities available to adult-facilitators-in-training in Benin Metropolis?
3. What are the challenges facing adult-facilitators-in-training with respect to job opportunities and career advancement in Benin Metropolis?

Hypothesis

In the same vein, two hypotheses were formulated to guide the study. They are stated in the null form as follows:

H₀₁: Adult facilitators who have completed their training programmes do not have a higher employment opportunities than those who do not undergo the training programme in Benin Metropolis

H₀₂: Adult facilitators who have completed their training programmes do not have a greater opportunity for career advancement compared to those who have not undergone the training in Benin Metropolis

Purpose of the Study

The general aim of the study is to assess the prospects and opportunities available to adult-facilitators-in-training in Benin Metropolis. However, the specific objectives of the study are to:

- assess the employment rate or job placement prospect for adult facilitators who have completed their training programmes in Benin Metropolis.
- to find out the professional development opportunities available to adult-facilitators-in-training in Benin Metropolis.
- identify the challenges facing adult-facilitators-in-training with respect to job opportunities and career advancement in Benin Metropolis.
- ascertain whether or not adult facilitators who have completed their training programmes have a higher employment opportunities than those who have not undergone the training programme in Benin Metropolis.
- determine if adult facilitators who have completed their training programmes, have a greater opportunity for career advancement compared than those who have not undergone the training in Benin Metropolis.

Significance of the Study

This study is intended to be of immense benefit to a number of stakeholders such as the adult facilitators, training programme providers (i.e. professors and lecturers), employers of labour and organizations, policy makers as well as curriculum developers, government agencies and researchers.

The findings of the study will directly be of benefit to adult facilitators who have undergone or are planning to undergo training programmes in adult education.

The finding will provide insight into the prospect available for them i.e in terms of employment, career advancement and professional growth within Benin Metropolis. This knowledge will empower adult facilitators to make informed decisions about their training choice and career paths, helping them to enhance their employability, competence and explore opportunities for advancement.

The findings of this study will also provide a valuable feedback to training programme providers as earlier mentioned. They can gain insight into the strength and weakness of their programme and make necessary adjustments (to evaluate) and identify areas for improvement. This information will be a guide to them, helping them design a more effective and relevant training initiative that aligns to the needs and demands of adult facilitators and the job market in Benin Metropolis in particular as well as in Nigeria generally. Leading to growth of national development of the nation.

Also, the finding of this study will be of benefit to employers and organisation that engage/need adult facilitators. Through this study, they can gain relevant information into the skill sets and competencies of trained adult facilitators, enabling them to make adequate decisions regarding recruitment of employees and professional development opportunities. This will lead to a better term between the qualifications/requirements from employers and the capabilities of adult facilitators which will ultimately benefit both parties i.e. the employer and the employee.

This research finding will also be a source of information or tool for policy makers and government agencies involved in the education and employment sector. They can utilize the insight gotten from this study to shape policies and initiatives that will support the development and recognition of adult-facilitators-in-training programmes. This will definitely contribute to the growth of skilled manpower (workforce), enhance employability, and foster economic development in Benin Metropolis.

Finally, it is of utmost benefit that this study will contribute to the existing body of knowledge in the field of adult education and training. Researchers and academia can utilize the knowledge from this study as a reference point for further investigations in related areas. This can stimulate academic discourse and provide a basis for future research studies, ultimately advancing the field of adult education and training.

Scope/Delimitation of the Study

This study is aimed at assessing adult facilitators-in-training located in Benin Metropolis. The study is delimited to the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin.

In addition to the aforementioned, this study will discuss job placement prospect for adult-facilitators-in-training, the professional development opportunities readily available to adult facilitators-in-training, identify the major challenges facing

adult facilitators-in-training with respect to job opportunities and career development. Find out the existing relationship between adult facilitators who have completed their training programme not having a higher employment opportunities when compared to those who have not undergone this training, and to know the relationship or significance of adult facilitators who have completed their training programmes, but do not have a greater opportunity for career advancement compared to those who have not undergone this training.

Definition of Terms

Adult-facilitator-in-training – An adult facilitator-in-training can be define as an undergraduate who is currently acquiring the basic skills, knowledge, values, attitudes and competence in the field of adult education. He or she is an individual who is undergoing training in the principle and practice of andragogy.

Career opportunities – A career simply mean a job one engages in for a long period of time. Career opportunities therefore, can be define as a job which an individual engages in that provides a chance for his/her training in the job, develop an extra workability skill and most importantly, have a realistic potential for future advancement. It centers around once job which brings an individual closer to his/her career goals or dream.

Job prospect – A prospect simply mean the possibility of something happening in the future. Therefore, a job prospect simply is the high possibility of an individual getting

a job in line to his/her career after application. It is the potential opportunity and chances of success for a person in a particular profession or occupation.

Training programmes – Training is a process of intense learning, re-learning and un-learning to enhance relevant skills in order to have a better and improved job performance. A training programme simply means a planned or organized combination of activities designed or put in place by employers to equip employees (adult facilitators) with knowledge and skills in order to become better professionals and increase productive in the job.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of relevant and related literature. It was discussed under the following sub-headings:

- Theoretical Framework
- Concept of Adult-Facilitators-in-Training
- Concept of Job Prospect
- Adult Facilitators and Job Prospect
- Professional Development Opportunities for Adult Facilitators
- Challenges Facing Adult-Facilitators-in-Training
- Summary of the Literature Reviewed

Theoretical Framework

The theory that was adopted for this study was the Holland's Theory of Vocational Personalities and Work Environment which was propounded in the year 1959, by John Lewis Holland. This theory is considered as one of the most effective career development models (Gottfredson & Johnstun, 2009, Nanta, 2010). The theory was developed to understand and predict individual's choice of career as it relates to his/her personality type and work environment that will make him/her comfortable and perform his/her duties effectively.

According to John Holland's Theory of career choice (RIASEC), maintains that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will let them use their skills and abilities, and express their attitudes and values, while taking on problems and roles. As a result of this, behavior is determined by an interaction between personality and environment. Holland's Theory is centered on the notion that most people fit into one of these six personality types/vocational personality types.

1. Realist also called 'Doers'
2. Investigation also called 'Thinkers'
3. Artistic also called 'Creators'
4. Social also called 'Helpers'
5. Enterprising also called 'Persuaders'
6. Conventional also called 'Organizers'

Holland in his theory asserts that people of similar or the same personality type working together in a job end up creating an environment that best fits them and rewards their type. This personality types will be discussed briefly.

Realistic - This personality type has to do with individuals who have interest in activities requiring motor coordination, physical strength, skill and masculinity. They prefer acting out on problems directly or being physically involved in performing work or task.

Investigative - This set of persons always want to make enquiry or study about something or someone in order to ascertain facts or information.

Artistic - This personality type has a strong manifestation of self-expression through the 'arts'. They most likely relate with people through artistic expression. They are creative and introspective.

Social - They are generally involved with promoting the health, education and well-being of others. This set of persons are more relatable and seek close interpersonal relationship with others.

Enterprising - This personality types are verbally skilled, they tend to use these skills for enterprising and self-gain rather than to support others. This set of persons are concerned about power and status as well as profit oriented.

Conventional - This set of personality type are typified by great concern for rules and regulations, they exhibit self control, subordination of personal needs, and strong identification with power and status. These personality types are more productive where there is structure and order.

In relation to the study, a major issue to be drawn is the fact that facilitators majorly falls within the category of social type. The teaching and learning environment support this personality traits for effective management and interpersonal relationship with adult learners or colleagues. Also, it brings about a level of organized work ethics, administration and placement of employees. The goal

of the whole process of professional development is to bring about ways of improving job performance and effectively administering the teaching, learning and management process in adult education programmes.

Concept of Adult-Facilitators-in-Training

An adult-facilitator-in-training is someone or an individual who comes into an adult education programme to gain the requisite skills, knowledge, competence, attitude, as well as the necessary approaches, methods, and technique for organizing a literacy programme and to facilitate adult learners who enroll into a literacy programme, vocational education, distance education and any other in adult education. Adult-facilitator-in-training are undergraduates going through a preparatory process in order to become a full pledge facilitator in the discipline of adult education, to bring about a positive outcome in the learning process of adults, by providing an indirect or unobtrusive assistance, counsel, guidance or supervision to adult learners. They are expected to involve adults in the actual planning, implementation and evaluation process of the whole programme (a major principle to the training of adult facilitators is the principle of andragogy, Malcolm Knowles, 1976).

Adult facilitators-in-training are undergraduates who are being trained to attain intellectual and professional skills which will help them to function effectively in the teaching profession and fit into the changing economic situation of the nation and also will help them fit in for professional work in private and public sectors as facilitators

for effective teaching and learning processes. Facilitators-in-training are expected that at the end of their training through a formal institution such as the universities or colleges of Education, they are able to facilitate adult learning process and these facilitators-in-training need the right kind of 'climate' to acquire the relevant knowledge and skills for facilitating adults.

Concept of Job Prospect

The concept of job prospect gives a descriptive overview of the potential opportunities and chances of success that an individual has in a particular profession or occupation. A job prospect simply refers to a person's potential ability to apply for a job or rather get a particular job of interest. It is the probability of a future success in a given position or career to help a person make informed decisions and to know whether a certain career path is worth pursuing or not, the possibilities readily available in his dream job. Some major influence of job prospect are factors such as demand for qualified workers in an occupation, the level of education, personal experience, competency and the economic condition of the state.

The reason why a job prospect is very important is that, it makes an individual to be able to strategize career goals such that, she/he is able to identify a skill to learn that relates to the career part she/he desires to venture into, the kind of certification to be obtained in order to be recognized as a professional in that field and what network

to build in terms of vital relationship. In one main point, a job prospect helps an individual to find a career that suits his/her personality, interest, abilities and values.

Adult Facilitators and Job Prospects

The next concept to explore in this study is the concept of facilitators and job prospects. As a facilitator, there are great opportunities available, but most importantly, a facilitator is expected to be vast and dexterous, not an amateur in order to explore these great opportunities. An adult facilitator is a trained individual who helps adult to learn complex issues that will be relevant in his day to day activities. Ngwu (2013), describe a facilitator as one who intelligently handles complex learning situation and simplifies the learning process for the adult learners. A facilitator is saddled with the responsibility to teach, liberate, unfetter, extricate, to assist, unravel, to clear, unburden, relieve and ease adult learning through adult education programmes. Basically, as a facilitator, the 'act' and 'art' of teaching, passing information and having relevant knowledge is a skill that must be learnt. It takes a whole lot to bring people, most especially adults to understand concepts and how it can be applied to their day to day activities and life. Ani (2003) refereed to adult education facilitators as those who help an adult or adults to learn anything useful to them. He may be a leader, a consultant, a community educator or a specialist who works with the adults. Facilitators are more of a guide, aiding the process of learning, and as such, must possess some competence in interpersonal relation, time

management, human psychology, personal development, communication, monitoring and evaluation of learning process, designing and planning of programmes, detecting adult learning needs, didactic methodological approach among others. All these competence domain forms the right job prospect for an adult facilitator. As a facilitator, there are major certification he or she ought to acquire; a Bachelor Degree in Adult Education is one of such and this is attain within the period of four years in the university. Then there is the Master programme in Adult Education and finally Doctor of Philosophy in Adult Education (PHD).

In the journey of becoming a professional as an adult facilitator, the following mentioned courses or areas should be learnt or taught, they are; Introduction to Adult Education, Philosophy of Adult Education, The Principles and Practice of Adult Education, Community Development, Social Welfare Practice, Field Work 1 & 2 in Adult Education (Practicum exercise), Literacy Development Programme, Principles and Practice of Social Welfare Organization and Administration of Adult and Non-Formal Education and Management of Adult and Non-Formal Education. From the above mentioned courses, they form the basis for professional development and job prospects for graduates of Adult Education.

A facilitator is expected to choose an area of specialty and build a career with it. Adult education subsist as a discipline and as specialization such that it teaches skills of critical thinking as well as creative thinking. Ofoego & Odionye (2017), says the

first immediate step in taking an initiative to start up a business, requires critical and creative thinking in order to explore all possibilities and consider many alternatives before coming to sound conclusion.

The knowledge and skills gotten from the above mentioned course of study will help adult-facilitators-in-training to develop the following skills that will be needed in their place of work or in order to perform a given task effectively and efficiently. Such skills are improve time management, communication skill, interpersonal relationship with people, exhibition of matured and responsible behavior, leadership skill among others.

In adult education, qualified adult facilitators or educators are needed in order to achieve both a quantitative expansion and qualitative improvement of adult learning activities (Nuissl & Lattke, 2008). This can be achieved through organizing a training programme that will introduce facilitators to a novel knowledge in their work place in order to attain better job performance. In this case, training is a major key in achieving this. Training can be said to mean the activities put in place to impact and acquire new skills, knowledge, ideas and competence in order to do something better. Training refers to the planned intervention that is designed to enhance the determinants of individual job performance (Chiaburu, & Teklab, 2005). It is the process of learning, re-learning and unlearning. The outcome of a training programme should be to enhance job performance.

According to Adesanya (2006), Prospects are the important parts of the programme whose benefits we seek to derive. Adult education as a programme of study has a variety of lucrative opportunities for facilitators and adult-facilitators-in-training upon completion of their programme. These are some highlight from the United Nations Jobs, the following are available for adult education facilitators; Learning and Development Specialist, Health Promotion Programme Manager, Senior Learning Development Associate, Small Business Counselor, Adult Education Instructors, Curriculum Design Specialist, Financial Capability Programme Coordinator, Inter-humanitarian Affair Manager, Gender and Inclusion Advisor for Conflict Prevention, Training Coordinator, Community Development Agent, Extension Education Agent, among others. With these job prospects in view, we can say that adult education is a rich field to invest ones career in as it creates hope and security for one's life and future. It is a noble profession as its focuses to develop the life of others. Adult education is indeed a noble profession because its main aim or target is the adult individuals, helping to bring out the best in them such that they are improved in every area of their lives.

Adult education as a programme of study has actually given room to better the lives of both adults learners and the facilitators. The impact of adult education to adult-facilitators-in-training are as follows;

- Facilitators-in-training who completes their training programme are taught the strategies of conscientization, diffusion, assimilation and the principle of andragogy. This help them to relate better with adults, which make a larger population of the citizen in a country. In the process of guiding others to learn, they end up gaining a delicate task requiring deep understanding of how they can manipulate human psychology favourably. Also, with this skill, they can cope with life challenges.
- With the training programme, adult-facilitators-in-training on completion of their programme can easily establish themselves with self created opportunities such as opening a literacy centre, or partnering with Non Governmental Organization or International Organizations, volunteering to gain more experience before fully establishing themselves.
- Adult-facilitators-in-training upon completion of their training programme, when employed has a high chance of relating with individuals conscientiously. In one way or the other, an adult facilitator can easily function or work in organizations, firm or industry that does not necessary has to do with teaching. This means that wherever you can find a trained facilitator, work place productive will be on the increase.

- Adult-facilitators-in-training upon completion of their learning programme can play a liaison role wherever they find themselves because as facilitator-in-training, they are trained in conflict resolution. This is one of the needed skill in work place setting and in Nigeria at large. This is needed to promote a culture of peace which leads to national development and nation building.
- The chances of training well qualified and responsible personnels as citizens is very high. A nation having citizens with a sense of socio-cultural responsibility help reduce every form of social vices. One way or the other, it begins with the facilitators themselves before inculcating this to the adult learners.
- Adult education is also considered to be an empowering process (Anyanwu, 2002). This simply tells us that, adult education has the capacity to equip and empower men and women (facilitators) to contribute to community and national development. There is a sense of giving back to the society and ensuring that there is proper growth and development in all sector of the economy.
- Increase productivity in the work place. As a facilitator, having undergone training in the field of adult education, help increase work place productive and reduces unproductive habits and output to the barest minimum.

Having mentioned the impact of adult education to facilitators-in-training, there are some characteristics that a facilitator must have and these characteristics are developed or inculcated during the process of training. Tough in his opinion, identifies four characteristics of a good facilitator:

- Facilitators and those in training should be warm, caring, loving and open to the adult learners.
- They should have a high regard for adult learners, listen to their opinion and get them involved in decision making process of the whole learning activities.
- Facilitators and those in training should view themselves as participating in didactic dialogue between the adult learners. They should not be authoritative or impositive.
- Facilitators and those in training should be open to change and new experiences. It should be taken into consideration that the best method facilitators should employ in teaching or facilitating adult learners is 'didactic teaching'. This allows the learners to express themselves through the wealth of experience they have acquired in life. Facilitators are meant to guide, direct and coordinate the teaching and learning process.

Others includes: a facilitator must be respectful, must be decent and neat in appearance, must be a good listener, must have problem-solving ability, amongst others.

Professional Development Opportunities for Adult Facilitators

Professional development is considered as a primary mechanism that educational stakeholders and management can use to help teachers, facilitators and educational administrators to continuously learn and improve in their professional knowledge, competence, skill for work place effectiveness. Adult-facilitators-in-training should embrace professional development opportunities. When we say professional development, these are set of tools, materials, resources and training sessions such as conferences, seminar, workshop or field trip organized for educators or facilitators in order to improve their teaching quality and effectiveness. North, Shorter, Bowman & Akinkuolie (2021) see professional development as the ability to identify gaps in knowledge and skills which will help facilitators in the improvement of their talent and ability in complicated teaching and learning processes as it designs knowledge and skills for teachers in the educational setting, instructional design, application of technical knowledge and collaboration in the work place. Professional development is an avenue for adult facilitators to make use of available resources to further their knowledge, expand and diversify in their subject area and allow mentorship and coaching, giving the opportunity to learn new teaching technique or

methods. As a facilitator or an upcoming one, professional development is an activity that can help expand your knowledge, grow skill set or advance in career goals. It is a means through which an employee's horizon is broadened. This is not just limited to those in the teaching profession, but spread across all walks of life. It is about improving oneself through learning, training and re-training in order to advance in one's career. Professional development opportunities is a means through which facilitators or educational practitioners realize their strength and weakness in their job description, giving them the opportunity to minimize their weakness and maximize their strength in the daily administration of their roles or duties as facilitators or practitioners.

The role of professional development cannot be overemphasized. The world is evolving and there is the need for employees to keep tack with current knowledge, trends and technological advancement. Awang, Ismail, & Mohd Noor (2010) whom found that training programmes improves employees (facilitators) knowledge, skills, work behaviour and job performance. Employers are not left behind in this as they have a major contribution in planning programmes for training their employees as well as financing to a reasonable extent. The development of teachers and facilitators go beyond their initial training and as a result the following objectives can be actualized; Development brings about an updated knowledge in light of the present advancement ongoing. It leads to an updated skills, attitudes and approaches in the

area of novel and improved teaching techniques and methods. It helps attain new strategies in curriculum development and research finding and also to increase work place productivity.

As a facilitator, there are key areas in which competence and skills, are needed for effective and efficient performing of task in the work place. Such skills are discussed as follows; communication skill. It is of necessity that facilitators are able to communicate effectively to adult learners and fellow colleagues, communicating the right knowledge and information they need in their daily activities. Another one is problem solving skill, as this is needed in the daily administration and management role in organising adult learning programmes as well as classroom management. Another one is having the ability to bring balance to cultural diversity, opinion and ideology. Leadership skill is another professional development ability that a facilitator should possess. This is the ability for him/her to be able to influence the adult learners and fellow colleagues in a positive way. Also a facilitator must have a positive attitude and service mindset. This helps to ensure that duties and task are done effectively and on time by the facilitators. There should be a form of enthusiasm to work and get things done within the stipulated time. Finally, specialize training is another professional development target for facilitators. It is true that facilitators must be vast in knowledge as a result of the categories of adults who come into a learning programme, being that they have a wealth of experience shared during the cause of

teaching and learning. Regardless of this, a facilitator must have an area of specialty that will enable him or her maximize his or her strength for effective delivery of task. This professional skills when developed, can help keep up with the current technological advancement in the use of gadgets and its applications, data analysis to track learners progress, the use of computers for distance learning, curriculum development among others. Professional development can be attain through formal, informal or non-formal means which is made available through external expertise such as seminars, conferences, workshops, field trips, and collaborative learning. In acknowledging the role of facilitators, the competency of the facilitators must be considered. Onyenemezu (2012) stressed that Adult Education Professionals are those who are trained in the principles and practices of adult education enterprise and are qualified and competent enough to handle adult education issues or programmes.

The overall goal of professional development for adult-facilitators-in-training and facilitators is to bring about changes to delivery practices and improvement in adult learning outcome. For this to be effective, the training undergone by facilitators must be implemented. Some major barriers have been identified as hindrance to professional development. They are as follows;

- i. Inadequate resources such as finance and curriculum materials for effective structuring of adult education programmes
- ii. Lack of time for implementation of novel instructional approaches

- iii. Failure to align state and local policies toward a coherent set of instructional practices. This policies when formulated are not strictly followed
- iv. No similar shared vision about what high quality instruction entails in adult education programmes
- v. Poor ability to track and assess the quality of professional development

Intrinsically, facilitators should be motivated when participating in professional development, this will help integrate their input regarding what and how they will learn as well as their choice regarding learning pace and direction (Lieberman & Pointer Mace, 2008). Professional development engages teachers in learning opportunities that are job-embedded, instructionally focused, collaborative and ongoing. Facilitators definitely see professional development relevant when it directly address their specific needs and concern, and also when they see a connection between the learning experience and their daily responsibility in the work place (Flores, 2005, Tate, 2009).

Challenges Facing Adult Facilitators-In-Training

Adult education as a programme of study has faced some challenges over the years which in a way has brought about setback to the whole learning process as well as to the facilitators involved. Some of these challenges will be discussed as follows:

- Lack of proper recognition of adult education as a programme of study - We can say this is one of the basic challenge encountered by adult-facilitators-in-

training. Most undergraduate who come into the university and find themselves studying adult education, most likely did not chose adult education as a choice of study. Most undergraduate do not know the benefit or impact of adult education to the society so they shy away from it or think of going for alternatives in a seemly better profession such as Medicine, Law, Business, Nursing amongst others.

- The issue of nomenclature - This has been an existing challenge in adult education. Whenever the name is mentioned, people think it is all about alphabeticalization of old people (literacy education, the teaching of reading, writing and numeracy). They tend to confuse this as entirely literacy education. But in a nutshell, adult education comprise of programmes such as literacy education, vocational education, community development education, women education, distance education, health & family Education, nomadic education, agricultural education amongst others.
- Poor Remuneration and Salary for Adult Facilitators - This is another major concern over the years. Remuneration is giving rewards for employment in the form of a pay, salary or wage which could also include allowances, benefits such as medical plans, pension plan, free transportation to work place among others (Adelabu, 2005). Facilitators who are professionals in the field of adult education tend to receive small paycheck compared to the training they have

undergone. Most literacy centres, tend to employ people who are not trained or unprofessionals in the principle and practice of andragogy (the act of teaching adults), and untrained teachers who do not have the requisite knowledge to facilitate adult learning process due to what they have to pay which is usually small. They feel they cannot afford to employ professionals and pay them duly. Imhabekhei (2009) is of the opinion that a person that is not a trained adult educator, may not be able to function as expected in terms of teaching the adult and he thus posited that there is need to differentiate between the method for teaching the young ones (Pedagogy) and the method for teaching adults (andragogy).

- Poor funding system and lack of support from the government - This is a major challenge to adult-facilitators-in-training. Funding of the education sector in general had been on the low side in the budget allocation. Currently, the proposed budget to education by President Buhari is 7.9% (percent) for the year 2023. This has been the highest since his administration. And this budgetary allocation covers up for every sector in education, primary, secondary, tertiary and adult and non-formal education. In this budget allocation include the payment of salaries of non-teaching staffs, teachers and facilitators as well as building and reconstruction of infrastructures, curriculum development, research work, providing training and re-training

seminars and conferences for teaching staffs and so on. Hassan (2009) and Hussein (2013) reported that poor funding of Non-formal literacy centres significantly affect the job performance of facilitators.

- The notion or ideology that adult facilitators most likely end up in the classroom just teaching adult illiterates - This is a wrong ideology that our contemporary society has embrace towards adult education. Facilitators should be opened to other career opportunities outside teaching or facilitating learning.
- Poor work conditions for adult literacy facilitators - This continues to diminish their performance which in turn has a devastating impact on literacy promotional efforts, especially in developing countries. Poor work condition in this context simply refers to inconveniences encountered during the management and administration of duties. They include poor transportation facilities for facilitators, poor accommodation, lack of basic amenities within the work environment, poor sanitation exercise, poor interpersonal relationship amongst workers and employers. According to Barasa and Karinki (2020), job satisfaction is viewed as a catalyst of improving performance and commitment in a workplace.

All hope is not completely lost when it comes to finding solutions to the above mentioned challenges. Universities and adult education bodies such as NMEC, NNCAE, should take it upon themselves to generate useful knowledge concerning the

practice of adult education and embark on more joint research on adult education. Training of adult facilitators must be improved and they must be well remunerated so that they can feel fulfilled as this will make commitment guaranteed in the work place.

Training and re-training programme (which is also a programme of adult education) for effectiveness of on-the-job performance should be taken seriously because it is about developing human resources to its fullest potential which is one of the major indices of national development.

Basically facilitators should be intrinsically motivated. But in addition to this, the motivation that comes from the government and other bodies (stakeholders & NGO'S) for the employees is enough to keep them working. If no motivation is present, the facilitators' quality of work will deteriorate. Intrinsic factors stir from within and this makes adult facilitators satisfied as a result bringing a level of achievement, responsibility, advancement and personal growth (Levy, 2013; Stanley, 2012). One area that needs urgent attention in adult education is facilitators' motivational strategies which influence their work commitment, performance, productivity and efficiency. Among these motivational strategies for facilitators include: comfortable pay, use of bonuses, awards, incentive and rewards, participatory decision-making process, supportive evaluation and supervision, promotion, conducive working conditions and physical work environment, adequate support

through effective teaching resources, interpersonal relations in the organization and recognition (Nyakundi, 2012).

Motivational strategies in this context involve various ways or means through which facilitators are empowered to carry out their facilitating task effectively for maximum output and realization of the institutional goals.

Summary of the Literature Reviewed

Adult education is vital in this employment seeking generation because it has the capacity to train and employ people or increase the volume of employment in the nation. It plays a major role by accumulating seasoned human capital who have developed themselves with the requisite skills, knowledge and competence in order to be effective in the work environment. There is a close connection that exists between development and adult education or the educational activity provided for adults in the society. (Umar, Eshak, Bichi, & Aujara, 2010). These learning activities cannot be fully actualized if there is no trained or competent adult facilitators. It is essential for adult facilitators to give themselves to continuous training and development activities to keep up with the currently advancement in the educational sector as well as the area of technological advancement.

From this study, findings have been made on available job prospects for adult-facilitators-in-training and for Facilitators as well. Which includes; Learning and Development Specialist, Health Promotion Programme Manager, Senior Learning

Development Associate, Small Business Counselor, Adult Education Instructors, Curriculum Design Specialist, Financial Capability Programme Coordinator, Inter-humanitarian Affair Manager, Gender and Inclusion Advisor for Conflict Prevention, Training Coordinator, Community Development Agent, Extension Education Agent, amongst others. Having this job and building a career is not all there is, but there is the pressing demand for trained, qualified, and certified personnel or facilitators to achieve maximum productivity.

In addition to the whole process of securing a job and building a career path in adult education, Holland's Theory of Vocational Personalities was introduced to further explain the relationship between facilitators' personalities and their present state of being employed in a particular work environment. The most effective personalities discussed was the 'social' according to John Holland. These personality types are sociable and can easily relate with people. They are also referred to as helpers. For an educational setting, these categories of persons are mostly needed. And when combined with professional developments opportunities such as training, conferences, seminars, workshops, alongside collaborative learning or interaction, then productivity in all areas is guaranteed.

CHAPTER THREE

METHODOLOGY

This chapter contained the procedure that was adopted for collecting and analysing data for the study. It was presented under the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The design used for this study was the descriptive survey research design. The reason for this method stems from its strength as a useful means for finding facts and opinions for the purpose of describing and interpreting existing conditions. It enabled the researcher to study a large group of people through a selected proportion and allowed generalization on the whole group.

Population of the Study

The target population of interest for the study includes undergraduate students of the department of Adult and Non-Formal Education, University of Benin. This includes the following levels; year three and year four students (300-400 Levels), the target population also includes the post graduate students (PG) and the lecturers in the Department. From available records, the total population of the study was estimated to be five hundred and sixty-five (565) participants.

Sample and Sampling Techniques

The study adopted a total of 150 participants as sample. They were selected using the stratified, proportionate and census techniques. The breakdown of the population and sample of the study used is as presented in Table 3.1.

Table 3.1: Breakdown of the Population and Sample of the Study

S/N	Variables	Population	Sample
1.	Adult Education Undergraduate Students (300 level)	298	60 (20% of Population)
2.	Adult Education Undergraduate Students (400 level)	221	44 (20% of Population)
3.	Post Graduate Students (PG)	28	28 (100% of Population)
4.	Lectures	18	18 (100% of Population)
	Total	565	150

Source: Field Survey (2023)

Research Instrument

The instrument for data collection in the study was a self-structured questionnaire. The questionnaire was titled: "Assessment of Prospects and Opportunities for Adult-Facilitators-in-Training Questionnaire (APOAFTQ). The questionnaire comprised of two sections, 'A' and 'B'. The section A of the instrument focused on the socio-demographic information of the respondents such as age, sex, occupation, educational qualification among others. Section B was designed towards seeking information on the issues raised in the research questions. The questionnaire was designed in a modified Likert, structured using a four point rating scale of Strongly Agree = 4, Agree = 3, Disagree = 2 and Strongly Disagree = 1. Agree for all positively worded items and reverse for all negatively worded items. The instrument was made up of twenty-five (25) items constructed to elicit responses from the various participants.

Validity of the Instrument

The research instrument was validated by the project supervisor and two other lecturers in the Faculty of Education, University of Benin, Benin City. The initial draft of the instrument was submitted for scrutiny and thereafter suggestions and corrections were effected in order to ensure that the instrument measures what it intends to measure. The face and construct validity of the instrument was ensured.

Reliability of the Instrument

To determine the reliability of the instrument, the Cronbach alpha procedure was adopted. In carrying out the reliability of the study, 20 copies of the instrument were administered to the respondents who were not part of the final sample. After computation, a Cronbach alpha coefficient of 0.66, 0.78, 0.69, 0.70 and 0.68 respectively was produced for each of the five (5) domains as they were designed in the instrument. The average weight was determined by summing each of the weights and divided by the number of domains expressed as: $0.66+0.78+0.69+0.70+0.68/5$ and thus, a Cronbach alpha co-efficient of 0.70 was obtained.

Method of Data Collection

The instrument was personally administered to the respondents. The researcher was assisted by two research assistants in administering the instrument. This direct data collection technique was aimed at ensuring that the instrument was promptly responded to and to also prevent possible chances of data loss.

Method of Data Analysis

The data collected were analysed using the descriptive and inferential statistics. The descriptive statistics involved frequency count, percentages as well as mean score, while the inferential statistics involved the use of the Pearson's r. A criterion mean of 2.50 was set for the study for decision making.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This study investigated the prospects and opportunities available to adult facilitators-in-training in Benin Metropolis. However, this chapter contained the result of the data that were analysed including the discussion of the findings. It should be noted here that the analysis that was done was based on the 120 valid instrument that was successfully retrieved from the respondents. The success response rate was 80% of the original sample earned for the study, which was a total of 120 (80%) out of 150 (100%).

Research Question 1

What are the job placement prospects for adult facilitators who have completed their training programme in Benin Metropolis?

Table 4.1: Data on the Job Placement Prospects for Adult Facilitators who have Completed their Training Programmes in Benin Metropolis.

S/N	Statement	N	Weighted Mean	Mean Score	Std .D	Decision
1	An adult facilitator can work anywhere	120	412.0	3.43	.4976	Agree
2	There is a job prospect for adult facilitators in the education sector	120	459.0	3.82	.3816	Agree
3	Adult facilitators can work with the ministry of education	120	452.0	3.76	.4247	Agree
4	Adult facilitators believe their training has positive impact on their employability	120	394.0	3.28	.4525	Agree
5.	Adult facilitators can be self employed	120	463.0	3.86	.3502	Agree

Source: Field Survey (2023).

Table 4.1 revealed the respondents' mean rating on the job placement prospects for adult facilitators who have completed their training programme in Benin Metropolis. It was found that an adult facilitator can work anywhere with the mean score and standard deviation of 3.43 and 0.4976 respectively. The participants agreed and believed that there is a job prospect for adult facilitators in the education sector with a mean score and standard deviation of 3.82 and 0.3816 respectively. The respondents also agreed that adult facilitators can work with the ministry of education with a mean score and standard deviation of 3.76 and 0.4247 respectively. They also confirmed in the affirmative that adult facilitators believe their training has positive impact on their employability with a mean score and standard deviation of 3.28 and 0.4525 respectively. Furthermore, the respondents agreed that adult facilitators can be self-employed, with a corresponding mean score and standard deviation of 3.86 and 0.3502 respectively. It was therefore concluded that there is a very high job placement prospects for adult facilitators who have completed their training programme in Benin Metropolis.

Research Question 2

What are the professional development opportunities available to adult-facilitators-in-training in Benin Metropolis?

In providing accurate answers to the above question, the relevant items in the instrument were analysed. The result of this analysis is as presented in Table 4.2.

Table 4.2: Data on the Professional Development Opportunities Available to Adult-Facilitators-in-Training in Benin Metropolis

S/N	Statement	N	Weighted Mean	Mean Score	Std. D	Decision
6.	Adult facilitators are expected to continue advancing in knowledge	120	474.0	3.95	.2189	Agree
7	Conferences, seminars and workshops is a must for adult education facilitators	120	418.0	3.48	.9073	Agree
8	Adult facilitators as professionals must be competent, knowledgeable, have a good communication skill and a good leadership skill	120	465.0	3.87	.3321	Agree
9	Adult facilitators believe that participating in professional development activities positively impacts their overall career growth and advancement	120	367.0	3.06	.2354	Agree
10	Professional development opportunities is an essential ingredient for adult facilitators in the work place environment	120	462.0	3.85	.5290	Agree

Source: Field Survey (2023)

Table 4.2 contained the respondents' average rating on the professional development opportunities available to adult facilitators-in-training in Benin Metropolis. It was revealed that the participants agreed that adult facilitators are expected to continue advancing in knowledge with a mean score and standard deviation of 3.95 and 0.2189 respectively. They also agreed that conferences, seminars and workshops is a must for adult education facilitators with a mean score and standard deviation of 3.48 and 0.9073 respectively. Furthermore, the participants

also agreed that adult facilitators as professionals must be competent, knowledgeable, have a good communication skill and a good leadership skill with a mean score and standard deviation of 3.87 and 0.3321 respectively. They also agree that adult facilitators believe that participating in professional development activities positively impacts their overall career growth and advancement with a corresponding mean score and standard deviation of 3.06 and 0.2354 respectively. Finally on the research question two (2), the respondents posited that in the affirmative that professional development opportunity is an essential ingredient for adult facilitators in the work place environment with a corresponding mean score and standard deviation of 3.85 and 0.5290 respectively. It was therefore concluded that there are professional development opportunities available to adult-facilitators-in-training in Benin Metropolis.

Research Question 3

What are the challenges facing adult-facilitators-in-training with respect to job opportunities and career advancement in Benin Metropolis?

Table 4.3: Data on the Challenges Facing Adult-Facilitators-in-Training with Respect to Job Opportunities and Career Advancement in Benin Metropolis

S/N	Item	N	Weighted Mean	Mean Score	Std.	Decision
16	There is no proper recognition of adult education as a profession in Benin Metropolis	120	336	3.9	.105	Agree
17	There is poor remuneration and salaries for adult facilitators	120	444	3.4	.214	Agree
18	There is low budgetary allocation to the educational sector which does not cover much for adult facilitators	120	348	2.2	.792	Agree
19	Adult facilitators-in-training perceive a gap between the skills acquired during training and the skills required by potential employers as a barrier to job placement	120	384	3.2	.738	Agree
20	There is low motivation among facilitators-in-training as a result of being side-line among other professions	120	156	2.9	.492	Agree

Source: Field Survey (2023)

Table 4.3 showed the mean of respondents on the challenges facing adult-facilitators-in-training with respect to job opportunities and career advancement in Benin Metropolis. It was found that the respondents positively affirmed all the variables considered. Specifically, the participants affirmed that there is no proper recognition of adult education as a profession in Benin Metropolis with a

corresponding mean score and standard deviation of 3.8 and .105 respectively. They also agreed that there is poor remuneration and salaries for adult facilitators with a corresponding mean score and standard deviation of 3.4 and 0.214 respectively. They agreed too that there is low budgetary allocation to the educational sector which does not cover much for adult facilitators with mean score and standard deviation of 2.8 and 0.792 respectively. The respondents also confirmed in the affirmative that adult facilitators-in-training perceive a gap between the skills acquired during training and the skills required by potential employers as a barrier to job placement with a corresponding mean score and standard deviation of 3.2 and .738 respectively. Finally on the research question three, the participants agreed that there is low motivation among facilitators-in-training as a result of being side-line among other professions with a corresponding mean score and standard deviation of 2.9 and 0.492 respectively. It was therefore concluded that there are significant challenges facing adult-facilitators-in-training with respect to job opportunities and career advancement in Benin Metropolis.

Hypothesis 1

H₀₁: Adult facilitators who have completed their training programmes do not have a higher employment opportunity than those who do not undergo the training programme in Benin Metropolis

To empirically test the Hypothesis 1, the researcher adopted the Pearson's r to find out the correlation between the quality of the adult facilitator-in-training programme and employment opportunities for the graduates from such programme. The result of this analysis is as presented in Tables 4.4.

Table 4.4: Correlation between the Quality of Adult Facilitator-in-Training Programme and Employment Opportunities for Graduates in Benin Metropolis.

Variable	N	Mean	Std.	r	Sig. (2-tailed)
Quality of Adult Facilitator-in-Training Programme	72	3.060	1.008	0.701**	.000
Employment Opportunities	72	3.865	.4151		

Source: Field Survey, (2023).

The result of the Pearson's r as shown in Table 4.4 revealed a significant computed value of the $r=0.701$ with p value ($p=0.000<0.05$); therefore, the null hypothesis was rejected. This result implies that there is a significant correlation between the quality of the adult facilitator-in-training programme and employment opportunities for the graduates from such programme in Benin Metropolis. Therefore, adult facilitators who have completed their training programmes do have a higher employment opportunity than those who do not undergo the training programme in Benin Metropolis.

Hypothesis 2

H₀₂: Adult facilitators who have completed their training programmes do not have a greater opportunity for career advancement compared to those who have not undergone the training in Benin Metropolis

Table 4.5: Correlation between the Adult Facilitator-in-Training Programme and Career Advancement for its Completers in Benin Metropolis.

Variable	N	Mean	Std.	R	Sig. (2-tailed)
Completers of Adult Facilitator-in-Training Programme	72	3.060	1.008	0.690**	.000
Career Advancement	72	3.865	.4151		

Source: Field Survey, (2023).

The result of the Pearson's r as shown in Table 4.5 revealed a significant computed value of the $r=0.690$ with p value ($p=0.000<0.05$); therefore, the null hypothesis was rejected. This result implies that there is a significant relationship between adult facilitator-in-training programme and career advancement for its completers in Benin Metropolis. Therefore, adult facilitators who have completed their training programmes have a greater opportunity for career advancement compared to those who have not undergone such training programme in Benin Metropolis.

Discussion of Findings

The findings of the study revealed that, there is a very high job placement prospects for adult facilitators who have completed their training programmes in Benin Metropolis and that they have the opportunity to work anywhere due to the formal training in Adult Education they have acquired. The findings was supported by Adesanya (2006), whom stated that prospects are the important part of the programme whose benefits we seek to derive, of which Adult Education as a Programme of study have lucrative Opportunities for facilitators. Also, in accordance to the United Nations, highlighted some job prospects available for adult facilitators which includes the following; Health Promotion Programme Manager, Learning and Development Specialist, Curriculum Design Specialist, Extension Officers, Rural and Community Development Agents, Adult Education Instructors, just to mention a few.

The findings of the study also revealed that there are professional development opportunities available to adult-facilitators-in-training in Benin Metropolis. This professional development opportunities help adult facilitators in improvement of their skill, knowledge and competence in performing their duties effectively. This agrees with the findings from North et al (2021) as they see professional development as the ability to identify gaps in knowledge and skills which will help facilitators in the improvement of their talent and ability in complicated teaching and learning processes as it designs knowledge and skills for teachers in the educational setting, instructional

design, application of technical knowledge and collaboration in the work place. Also, this collaborates to the findings of Awang, Ismail, & Mohd Noor (2010) whom found that training programmes improves employees (facilitators) knowledge, skills, work behavior and job performance. Bringing to a conclusion that there is a positive relationship between exposure to training opportunities and job performance of adult facilitators.

The study revealed a number of challenges facing adult facilitators-in-training with respect to job opportunities and career advancement in Benin Metropolis. Low remuneration and salary paid to adult facilitators at their place of deployment has been a major challenge. This agrees with the study carried out by Aderinoye (2005), stating that adult facilitators are poorly paid and they don't receive much benefit for their work when compared to other professions. It was noted that poor remuneration has been a major challenge facing adult facilitators and managers in the administration and management of adult education programmes. Funding of adult education programmes which covers for the daily running of literacy centers as well as building of infrastructures, development of instructional materials and carrying out research on curriculum development all to improve and ensure that adult education as a profession thrive amongst others is lacking. This finding is in agreement with Hassan (2009) and Hussein (2013) who reported that poor funding of non formal literacy centers significantly affect the job performance of adult facilitators. Also, this

agrees with the study of Aderinoye (2005), who says that adult education programmes are underfunded. Though the sources for funding these programmes are many and varied of which the bulk of it comes from regular allocation by the federal government through its annual budget. Finally, there is a perceived gap between the skills acquired during training and the skills required in their place of deployment. This collaborates with the findings of Awang, Ismail, & Mohd Noor (2010) whom found that training programmes improves employees (facilitators) knowledge, skills, work behavior and job performance.

The findings of the study revealed that, there is a significant correlation between the quality of the adult-facilitator-in-training programme and employment opportunities for the graduates from such programme in Benin Metropolis. The quality of adult facilitators-in-training in this regard refers to the level of competency—which is the ability to do something well or effectively, that adult facilitators are expected to have. This findings agrees with Gilbert (2012), who noted that the level of work competencies needed by facilitators are related to skills, knowledge and attributes expected of them from their employers. (the government, stakeholders & NGO's).

Finally, the findings of the study revealed that there is a significant relationship between the adult-facilitators-in-training programme and career advancement for its completers in Benin Metropolis. This agrees with the findings of Nager and Shapiro

(2007), as they emphasized the importance of continuing to grow as a person and as a professional in ones job or career. In order to meet professional demands, facilitators should take the initiative to develop the expertise needed to advance as a professional. Lydia and Joyce (2018), in their study also established that career development programmes are significant and correlated positively with employees' (facilitators) working rate.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The content of this chapter are the summary, conclusion and recommendations of the study.

Summary

The study assessed the prospects and opportunities available to adult-facilitators-in-training in Benin Metropolis. In order for the objectives to be achieved systematically, three research questions were raised, while two hypothesis were formulated and tested. They are stated as follows:

Research Questions

1. What are the employment rate and job placement prospects for adult facilitators who have completed their training programme in Benin Metropolis?
2. What are the professional development opportunities available to adult-facilitators-in-training in Benin Metropolis?
3. What are the challenges facing adult facilitators-in-training with respect to job opportunities in Benin Metropolis?

Hypotheses

1. **H₀₁**: Adult facilitators who have completed their training programmes do not have a higher employment opportunities than those who do not undergo the training programme in Benin Metropolis.

2. **H₀₂:** Adult facilitators who have completed their training programmes do not have a greater opportunity for career advancement compared to those who have not undergone the training in Benin Metropolis.

The descriptive survey research design was adopted for the study. The population for the study was a total of 565 undergraduate students, post graduate students and lecturers in the Department of Adult and Non Formal Education, University of Benin. From this number, a total of 120 participants were adopted as sample for the study. They were selected using the stratified, proportionate and census sampling techniques. The instrument used for data collection in the study was a structured questionnaire, titled "Assessment of the Prospects and Opportunities for Adult Facilitators-in-Training" (APOAFTQ). The research instrument was validated by the project supervisor and two other lecturers in the Faculty of Education, University of Benin, Benin City. To determine the reliability of the instrument, the Cronbach alpha procedure was adopted, of which 20 copies of the instrument were administered to the respondents who were not part of the final sample. At the end of computation, a Cronbach alpha coefficient of 0.66, 0.78, 0.69, 0.70 and 0.68 was actualized. The average weight was determined by dividing the numbers by two and at the end, A Cronbach alpha coefficient of 0.70 was obtained. The instrument was personally administered to the respondents by the researcher who was assisted by two other research assistants. Finally, the data was analysed using the descriptive and

inferential statistics. The descriptive statistics made use of frequency count, percentages and mean score while the inferential statistics involved the use of the Pearson's r, a criterion mean of 2.50 was used for decision making.

After analysis, the study gave the following findings:

1. There is a very high job placement prospects for adult facilitators who have completed their training programme in Benin Metropolis
2. There are professional development opportunities available to adult facilitators-in-training in Benin Metropolis.
3. Adult facilitators who have undergone their training programme have higher employment opportunities than those who do not undergo any training programme in Benin Metropolis
4. Adult facilitators who have completed their training programme have a greater opportunity for career advancement compared to those who have not undergone such training in Benin Metropolis
5. There is no proper recognition of Adult Education as a profession amongst others in Benin Metropolis, which has led to facilitators low morals, and inadequate job performance.
6. There is low budgetary allocation to the educational sector was discovered as a major challenge, which has led to poor administration and implementation of adult education policy.

Conclusion

Based on the findings of the study, it was concluded that there are job prospects for adult facilitators in Benin Metropolis. Although there is still a poor perception of Adult Education as a discipline, it remains a venturable field of study in Benin Metropolis.

Recommendations

Based on the findings and the conclusion reached in the study, the following recommendations were been made:

1. Facilitators-in-training should ensure to give themselves to professional development thereby advancing in knowledge, skills and competence in their career.
2. Government should be fully involved in contributing and backing up the educational system and in particular, adult education. This will create room for more job opportunities.
3. Adult education programmes should be updated to meet the need and demands of the society, with this making adult facilitators more relevant in the society.
4. Adult education programmes should be adequately funded by the government, stakeholders, and NGO's. This will help ensure the circulation of financial resources in carrying out administrative and managerial functions in the field.

5. In-service training should be regularly organized and planned for by the employers to their employees (adult facilitators) for effective and efficient job performance. In order words, on-the-job and off-the-job training as well as conferences, seminars and workshops should be engaged.
6. Adult Education should be recognized as a profession among other professions in our society. Positions such as Commissioners of Education, Ministers of Education as well as chairman in major bodies (NMEC) representing adult education should be given to facilitators who have completed their training programmes.

Suggestions for Further Research

The study investigated the Assessment of the Prospects and Opportunities Available to Adult-Facilitators-in-Training in Benin Metropolis. The study may be limited by the sample size and the methods adopted. Therefore, further studies would be needed to broaden the scope and its relevance in the educational system. They include the following:

- Assessment of Career Advancement Opportunities for Job Satisfaction in Benin Metropolis.
- Assessment of Professional Development for Facilitators as an Enhancement of Adult Literacy Programmes in Delta State.

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APPENDIX 1

**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

**Assessment of Prospects and Opportunities for Adult-Facilitators-in-Training
Questionnaire (APOAFTQ)**

Dear Respondent,

I am a final year student of the above named department and institution carrying out a study titled; "Assessment of the Prospects and Opportunities for Adult-Facilitators-in-Training in Benin Metropolis". Please, I am requesting that you provide me with the information needed to enable me carry out this study effectively. You are assured that the information provided will be strictly used for academic purpose and would be treated with utmost confidentiality.

Please do not write your name(s).

Thank you.

Yours faithfully,

Precious Okoro.

SECTION A

Instruction: Kindly supply answers to all the questions asked below this section.

Also tick as appropriate (✓).

Personal Data

Sex: Male (). Female. ()

Age of Respondent: below 29 yrs () 30-39 yrs, () 40-49 yrs () 50-59 yrs () 60 above ()

Marital Status: Single () Married () Divorced ()

Educational Qualification: SSCE () NCE () First Degree () Masters () Ph.D ()

Occupation: Undergraduate Student () Postgraduate Student () Lecturer Trader ()

SECTION B

Instruction: Please kindly indicate by ticking appropriately using (✓)

SA - Strongly Agree. A - Agree. D - Disagree. SD - Strongly Disagree

S/N	Items	SA	A	D	SD
A	What are the job placement prospects for adult facilitators who have completed their training?				
1.	An adult facilitator can work anywhere				
2.	There is a job prospect for adult facilitators in the education sector				
3.	Adult facilitators can work with the ministry of education				
4.	Adult facilitators believe their training has positive impact on their employability				
5.	Adult facilitators can be self employed				
B	What are the professional development opportunities available to adult-facilitators-in-training?	SA	A	D	SD
6.	Adult facilitators are expected to continue advancing in knowledge				
7.	Conferences, seminars and workshops is a must for adult education facilitators				
8.	Adult facilitators as professionals must be competent, knowledgeable, have a good communication skill and a good leadership skill				
9.	Adult facilitators believe that participating in professional development activities positively impacts their overall career growth and advancement				
10.	Professional development opportunities is an essential ingredient for adult facilitators in the work place environment				
C	What are the challenges facing adult-facilitators-in-training with respect to job opportunities?	SA	A	D	SD
11.	There is no proper recognition of adult education as a profession				
12.	There is poor remuneration and salaries for adult facilitators				

13.	There is low budgetary allocation to the educational sector which does not cover much for adult facilitators				
14.	Adult facilitators-in-training perceive a gap between the skills acquired during training and the skills required by potential employers as a barrier to job placement				
15.	There is low motivation among facilitators-in-training as a result of being side-line among other professions				
D	Are there high employment opportunities for adult facilitators-in-training upon completion of adult education programme?	SA	A	D	SD
16.	Adult-Facilitators-in-Training are taught life-long principles and skills for effective job performance				
17.	Adult facilitators are confident about finding employment opportunities in their field of training upon completion				
18.	Adult education is a lifelong learning process that focus on adults which make it easy for facilitators to have high employment opportunities				
19.	Adult facilitators are also trained to create employment opportunities for themselves				
20.	Knowledge, skills and competence are requirement for adult facilitators to access high employment opportunities				
E	Are there greater opportunities for career advancement for adult facilitators?	SA	A	D	SD
21.	Career advancement enable adult facilitators to attain higher levels in the field of adult education				
22.	Facilitators must be self-motivated to embark fully on career advancement in adult education				
23.	Facilitators strive to attain higher levels of qualification in order to advancing their career as adult professionals				
24.	Adult facilitators believe that pursuing additional certificate enhances their prospects for career development				
25.	Growing in once career embraces the novel technological advancement in the world				

APPENDIX II

CRONBACH ALPHA RELIABILITY TEST RESULTS

Reliability

Notes

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Comments		
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	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Item1 Item2 Item3 Item4 Item5 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
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Reliability

Notes

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Scale: ALL VARIABLES

Case Processing Summary

		N	%
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Reliability Statistics

Cronbach's Alpha	N of Items
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Reliability

Notes

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Scale: ALL VARIABLES

Case Processing Summary

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	Total	20	100.0

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Reliability Statistics

Cronbach's Alpha	N of Items
0.69	5

Reliability

Notes

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	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

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	Total	30	100.0

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Reliability Statistics

Cronbach's Alpha	N of Items
0.70	5

Reliability

Notes

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	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Item21 Item22 Item23 Item24 Item25 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
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	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
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	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.68	5

APPENDIX III
SPSS OUTPUT OF PEARSON'S r Correlations

Correlations

Notes

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	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=Training Programme Employment opportunities/PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.13

[DataSet1]

Descriptive Statistics

	Mean	Std. Deviation	N
Training Programme	3.06	1.008	120
Employment opportunities	3.865	.4151	120

Correlations

		Training Programme	Career Advancement
Training Programme	Pearson Correlation	1	.701**
	Sig. (2-tailed)		.000
	N	120	120
Employment opportunities	Pearson Correlation	.701**	1
	Sig. (2-tailed)	.000	
	N	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

Notes

Output Created		07-SEP-2023 19:21:16
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	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
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Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.13

[DataSet1]

Descriptive Statistics

	Mean	Std. Deviation	N
Training Programme	3.06	1.008	120
Career Advancement	3.865	.4151	120

Correlations

		Training Programme	Career Advancement
Training Programme	Pearson Correlation	1	.690**
	Sig. (2-tailed)		.000
	N	120	120
Career Advancement	Pearson Correlation	.690**	1
	Sig. (2-tailed)	.000	
	N	120	120

** . Correlation is significant at the 0.01 level (2-tailed).