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Clientele-Facilitators Communication Patterns and Life Skills on Literacy Education Programme in South West, Nigeria

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ABSTRACT

The study was carried out on clientele-facilitator communication pattern and life skills at literacy education programme in South West, Nigeria. Descriptive survey research design was used. The population of the study comprised, clientele and facilitator in South West, Nigeria. The sample size of the study was Six hundred (600) respondents selected through a stratified sampling technique. Three research questions were raised to guide the conduct of the study. A self-developed research instrument titled, "Questionnaire on clientele-facilitator communication pattern and life skills in literacy education programme in South West, Nigeria". The research instrument was validated by experts in Test and Measurement, while the reliability of the research instrument was determined through test-retest method, and 0.71 coefficient reliability was obtained. Data generated on research questions were analyzed using descriptive statistics (frequency counts, simple percentage and mean ($\bar{X}$)). Based on the findings of the study, conclusions were made that; effective communication pattern coupled with a competent and suitable facilitator can effectively impart and also inspire the best type of life skills literacy education programme in South West and the nation, Nigeria. Also, that effective communication could equip learners with the appropriate life skills to enable them cope with life challenges and problems in solving their day to day activities. Recommendations were therefore made among others that; competent and well-trained tutors should be employed, so as to build and engaging and connected classroom environment, a healthy facilitator-learner relationship through continuous and effective communication in order to effect more better learner' achievement.

Keywords: Clientele, Communication, Pattern, Life skills, Achievement

Background to the Study

Communication is the act of conveying intended meanings from one entity or group to another through the use of mutually understood signs and semiotic rules. Communication has many meanings and has been defined with various different models. Hunt (1987) referred to it as the process of people sending and receiving information. He conceptualized the communication model as involving a speaker, speech, listeners, and feedback. According to Hybels and Weaver (1995), reported by Emenike (2023) stated that communication process is made up of various elements: sender-receiver, messages, channels, noise, feedback, and setting.

Shannon and Weaver (1963) as reported by Obomyo and Mutilu (2023) diagrammed communication and identified the process as involving an information source, a message, transmission or encoding of the message, a signal, a channel, a receiver or decoder of the message, a destination, and noise. Indifferent to the model one chooses, the basic components to all models are: sender, receiver, and message. It could be argued that regardless of the receiver, if the sender is effective, clear, and complete the receiver will accept, understand, and utilize the message. This has special meaning in the classroom. A teacher in a traditional classroom utilizes the art of communication everyday with every student. If a teacher cannot communicate any idea at all, then the students are left to their own devices and only those who are able to learn on their own will do so.

Communication pattern is the way or sequence in which communication occurs. It is also two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, news, ideas and feelings but also create and share meaning. In general, communication is a means of connecting people or places. The different categories of communication include: Spoken or Verbal Communication: (face-to-face, telephone, radio or television and other media), Non-Verbal Communication: (body language, gestures, how we dress or act - even our scent). Written Communication; (letters, e-mails, books, magazines, the Internet or via other media). Visualizations; (graphs and charts, maps, logos and other visualizations can communicate messages).

Senders and receivers are of course vital in communication. In face-to-face communication the roles of the sender and receiver are not distinct as both parties communicate with each other, even if in very subtle ways such as through eye-contact (or lack of) and general body language. There are many other subtle ways that we communicate (perhaps even unintentionally) with others, for example the tone of our voice can give clues to our mood or emotional state, whilst hand signals or gestures can add to a spoken message.In written communication the sender and receiver are more distinct. Until

recent times, relatively few writers and publishers were very powerful when it came to communicating the written word. Today we can all write and publish our ideas online, which has led to an explosion of information and communication possibilities.

An effective communicator must understand its audience, chooses an appropriate communication channel, develop and improve their message to this channel and encodes the message to reduce misunderstanding by the receivers). They will also seek out feedback from the receivers) as to how the message is understood and attempt to correct any misunderstanding or confusion as soon as possible.Effective communicators pay close attention to this feedback as it the only way to assess whether the message has been understood as intended, and it allows any confusion to be corrected.

Communication channels is the term given to the way in which we communicate. There are multiple communication channels available to us today, for example face-to-face conversations, telephone calls, text messages, email and the internet. Choosing an appropriate communication channel is vital for effective communication as each communication channel has different strengths and weaknesses.

A positive teacher-student communication could be developed by encouraging a learning environment where the student feels free to ask whatever he wants to and the teacher responds in a manner which is understandable by the student.Therefore, it would not be wrong to say that the building block of a strong teacher-student communication is effective communication. The level of respect that exists between the two also has a vital role to play in developing a positive teacher-student relationship. A major hindrance to the strengthening of their communication is the different categories of students in a class. Some of the students are hardworking and come to the class to learn but there are others who are lazy in nature and find it difficult to concentrate on what is going on in the class.

A teacher-student communication evolves with time. When in school, the teacher usually acts as a parents' for students and guides them about every little thing. In secondary and post-secondary schools, the approach of teachers becomes more professional. They are more concerned about completing the course rather than teaching students the true value of life (Nelson-Jones, 2013).

This is where most teacher student communication suffer. A teacher transforms from being a teacher to an instructor who has the sole responsibility of teaching-students what is there in the course books and nothing beyond that. For strong student-teacher communications, it is essential that teachers understand that students in a class come from different cultural and social backgrounds. This increases the need for teachers to modify their behaviour according to each student's needs. In this way, the teacher would be able to develop a level of understanding with every student and the students would feel they are important which would boost their self-esteem. This would also reflect in their grades and overall behavior. The overall size of the class is also vital in determining how effective a student-teacher communication could be. The larger the class size the more difficult it would be for teachers to provide individual attention to students. On this the school administrations should ensure that the class size is kept small which would allow a much better learning environment for teacher-student communication to flourish. With the growing competition in society it is essential that people improve their relationships with each other.

Amongst these relationships, a student-teacher communication is of utmost importance which needs to be looked after properly so that young children could grow up to become educated on their life skills and ability to cope to become responsible citizens of the society.

Life skills are abilities for adaptive and positive behaviour that enable human to deal effectively with the demands and challenges of everyday life. Core life skills are ability for adaptive and positive behavior that individuals to deal effectively with the demands and challenges of everyday life. Adaptive means that a person is flexible in approach and is able adjust in different circumstance. Positive behavior implies that a person is forward looking and even in difficult situating can find a ray of hope and opportunities to find solution. World Health Organization (World Health Organization, 2012) has defined life skills as, "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". UNICEF defines life skills as, "a behavior change or behavior development approach designed to address a balance of three areas: Knowledge, attitude and skills. Thus, life skills are essentially those abilities that help promote mental wellbeing and competence in young people as they face the realities of life. Life skills have been defined as follows: "Personal and social skills required for young people to function confidently and competently with themselves, with other people and with the wider community" (TACADE, UK).

Life skills training as the teaching of requisite skills for surviving, living with others and succeeding in a complex society (Hamber, 2013). Life skills are personally responsible sequences of self-helping choices in specific psychological skills areas conducive to mental wellness (Nelson-Jones, 2013). People require a repertoire of life skills according to their developmental tasks and specific problems of living. According to Powell (1995), life skills are the life coping skills consonant with the developmental tasks of the basic human development processes, namely those skills necessary to perform tasks for a given age and gender in the following areas of human development psychological, physical. sexual, vocational, cognitive, moral. ego and emotional.

Life skills are the skills necessary for successful living. They are the abilities for adaptive and positive behavior that enable individuals to deal with the demands and challenges of everyday living. Essential life skills include; such things as being able to recognize and describe one's feeling, giving and receiving feedback, recognizing assumptions, setting realistic and attainable goals, and employing problem-solving strategies. In other words, life skills are abilities that facilitate the physical, mental and emotional well-being of an individual and competence in young people as they face the realities of life.

There are taxonomies of generic life skills for categorizing and arranging a wide range of life skills. Hopson and Scally (2014) categorized life skills under the four areas:

1. Learning/Academic Skills (i.e., study skills, literacy, learning from experiences etc):

2. Relating Skills (i.e., communication, making, keeping and ending relationships, assertiveness, conflict management, etc);

3. Working and Playing Skills (i.e., time management, money management, career planning etc); and

4. Developing Self and Other Skills (i.e., creative problem solving, being positive about oneself, decision making, stress management, transition management, managing negative emotions, self- awareness, maintaining physical well-being, etc)

From the avalanche of studies on communication skill as an element or component of pedagogical skills, observable, none of the studies had been focused on clientele-facilitator communication pattern and life skills at literacy programme in South West, Nigeria. Also, observed was most of the studies were self-reported without empirical validation. These observed gaps motivated the researcher to embark on this study.

Statement of the Problem

A host of factors, such as; unemployment, entangled relationship, daily conflicts and so on are common examples of life skills among adult learners. The psychological push factors, such as; the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. Life skills training is an efficacious tool for empowering the youth/adult learners to act responsibly, take initiative and take control. It is based on the assumption that when adult learners are able to rise above emotional impasses arising from daily conflicts, entangled relationships and unemployment, they are less likely to resort to anti-social or high risk behaviours.

This study therefore examined the clientele-facilitator communication pattern, to determine the effective relationship between clientele-facilitator, and find out the influence or effect of life skills on adult learners communication patterns.

Purpose of the Study

The study focused on clientele-facilitator communication patterns and life skill at literacy programme in South-West, Nigeria. The specific objectives were to:

i.   find out the clientele-facilitator communication patterns at literacy programme in South-West, Nigeria;

ii.   investigate the types and level of acquisition of life skills among the clientele in South West, Nigeria; and

iii.   determine the influence of clientele-facilitator communication on life skill acquisition in South West, Nigeria.

Research Questions

Three research questions were raised to guide the conduct of the study

*   What is the level of competence in terms of facilitators' stability in impartation of clientele's life skills?

*   What is the communication pattern that exist among clientele and facilitator at literacy education programme in South West, Nigeria?

*   What is the type and level of life skills acquisition among clientele in South West, Ondo State?

Significance of the Study

The quality of learner's relationships with their tutors in their grades has important implications for learner's concurrent and ability to cope with future challenges. The quality of relationship between facilitator-learner will go a long way to bring about positive adjustment after attending life skill training programme literacy education. Therefore, the findings of the study will be of a great importance to stakeholders in literacy education programme in Nigeria.

Firstly, study is an attempt in shaping quality teaching praises that learner will thrive in. Administrators (learners and tutors) would be able to gain an understanding of a potential facilitator's ability to communicate effectively in non-formal educational system. Also, study will describe purposeful affective strategies and interactions with clientele that a facilitator uses to effectively engage students in the learning process. Moreover, this study will contribute to the field of education by providing facilitator and administrators with guidance on relationship building strategies that a highly effective facilitator utilizes in a real world, authentic setting the literacy education centre.

Besides, the findings of the study will also provide a better understanding of the ability to communicate in the centre as it relates to facilitators and learners. They could also gain from the result of this study which will enhance the ability of the facilitator in proper guidance and teaching of the clientele in coping with life skills. Lastly, the study will be a good source of reference for researchers in the area of adult education in general and literacy education in particular.

Conceptual Framework

COMMUNICATIONS

Communications, whether positive or negative in nature, have proven to have profound effects on quality of life. Landsford, (2013) found that well-being is directly tied to personal communications. In this mixed methods study, participants, from literacy centres in South-West, Nigeria were surveyed revealing that social relationship quality was equally related to well-being. This well-being was accomplished specifically "by providing love, intimacy, reassurance of worth, tangible assistance, and guidance". Other benefits communications include; physical support, a sense of belonging, having a "sounding board" for emotional reactions and opinions, being able to say what you really think, providing a reassurance of worth, opportunities to help others, and validation and support for the way we do things and interpret experience.

Conversely, Lansford et al. (2010) reported that the lack of high quality communications resulted in negative effects including depression, anxiety, and poor health in general and meta-analysis review of research of juveniles with conduct problems also suggested that problems of self-conduct, especially with regard to females, were linked to impaired interpersonal communications.

CONCEPT OF COMMUNICATION SKILLS

Communication skills refers to the act of developing meaning among entities or groups through the use of sufficiently mutually understood signs, symbols, and semiotic conventions (Harper, 2013). Communication skills are fundamental to good interactions between two or more people. According to Garg, (2006) Communication is often considered as an activity. In actuality, communication skills include transmission of information, ideas, emotions and knowledge. This is done with the help of symbols, words, pictures, figures, graphs, drawings, and illustrations, etc. Communication skill is the sum of all the things one person does when he wants to create understanding in the mind of another. It involves a systematic and continuous process of telling, listening and understanding. Communication skills involve listening, speaking, observing and empathizing. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications like email and social media. Corporate Finance Institute (2015), stated that communication skills are the aids in all aspects of life from professional life to personal life and everything that falls in between. Communication skills are essentials to allow people to understand information more accurately and quickly.

Communication skills refers to the act of transferring information from one place, person or group to another. Communication skills effectively is one of the most important life skills to learn. Communication skills refers to transferring information to produce greater understanding. It can be done vocally, through written media, visually or non-verbally (C.F.I. 2015). Communication skills may be a regular part of your day-to-day work life, communicating in a clear, effective and efficient way is an extremely special and useful skill. Learning from great communicators around you and actively practicing ways to improve your communications skills over time will certainly support your efforts to achieve various personal and professional goals. WIKIJOB (2007) stated that communication skill is the main ingredients for corporate success, but the problem is that the phrase "communication skills" is a term so overused that it is difficult to identify what it actually means. Communication involves transmission of verbal and non-verbal messages. It consists of a sender, a receiver and channel of communication. In the process of transmitting messages, the clarity of the message may be interfered or distorted by what is often referred to as barriers.

THEORETICAL FRAMEWORK

Erinsakin (2014), posited that theories establish the relationship between variables in a study or research. It laid the structure upon which a study is built on. Therefore, this study is situated on

**(1)	Framing Theory (FT)**

The concept of framing is related to the agenda-setting tradition but expands the research by focusing on the essence of the issues at hand rather than on a particular topic. The basis of framing theory is that the media focuses attention on certain events and then places them within a field of meaning.

Framing is a quality of communication that leads others to accept one meaning over another. It is a skill with profound effects on how organizational members understand and respond to the world in which they live. It is a skill that most successful leaders possess, yet one that is not often taught. According to Fairhurst & Sarr (1996) framing consists of three elements: language, thought and forethought. Language helps us to remember information and acts to transform the way in which we view situations. To use language, people must have thought and reflected on their own interpretive frameworks and those of others. Leaders must learn to frame spontaneously in certain circumstances. Being able to do so had to do with having the forethought to predict framing opportunities. In other words, one must plan in order to be spontaneous. (Deetz, Tracy & Simpson, 2000). The relevance of the choice of Framing Theory to the study is that the study encapisulates communication patterns and skills between learners and facilitator which is the focus or content of Framing Theory in the context of literacy education programme.

METHODOLOGY

The research design used for this study was descriptive survey research design. The population of the study, comprised adult learners from literacy centres in South-West, Nigeria. A sample size of six hundred (600) respondents were selected using stratified sampling technique. Six centres of Literacy

Education Programme was randomly selected from the six states in South West region in Nigeria based on the numerical strength of the programme participants. In each of the selected six centres, one hundred (100) respondents were selected using stratified random sampling technique using class level as a stratum. In each class, depending on the population, clientele were first given number. The researcher then picked either all the clientele ith odd or even numbers to participate in the administration of the instrument. The process of picking clientele with even or odd numbers were done alternatively until the required number were completely picked.

The instrument that was used by the researcher for the data collection was a self-designed research instrument by the researcher titled, "Clientele-facilitator communication pattern and life skills at Literacy Education Centre, South-West, Nigeria". This questionnaire is divided into three sections (sections A, B and C), the first section covers the demographic data of the respondents such as Name of centre, gender, age, religion and learner's class. The second section consists of twelve items that will measure communication patterns. While the third section also consisting of twelve items that will measure the different types of life skills acquired by the clientele, with response options of four likert rating scale; of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed answers, rated on 4, 3, 2 and 1 points, respectively.

The research instruments were validated by three experts in Test and Measurements. The reliability of the research instrument for the study was determined through, test-retest method. 0.71 was obtained as a coefficient reliability.

Data collected from completed questionnaires were serialized and analyzed sequentially according to the research question. The data generated were analyzed using descriptive and (SPSS) statistical packages. The statistical tool that was to be used included; simple descriptive statistics such as frequency counts and percentages.

Research Results and Discussion of Findings

Research Question One: What is the level of competency in terms of facilitators' suitability in impartation of clientele' life skills?

Table 1 above showing frequency counts, simple percentages and mean on the level of competency in terms of teachers' suitability in impartation of clienteles' life skills.

LEVEL	F	%
Suitable	235	39.5
Not Suitable	365	60.5
TOTAL	**600**	**100**

From Table 1 above, shows the frequency of 365(60.5%), it can be observed that the level of perceived competency in terms of facilitators' suitability in impartation of clienetele life skills given their communication pattern is not suitable. However, 39.5% (235) of the teachers have a perceived competency in terms of facilitators' suitability in importation of clienetele' life skill given their communication pattern.

Research Question Two: What are the clientele-facilitator communication patterns?

Table 2: Showing frequency counts, simple percentages and mean on clientele-facilitator communication patterns.

S/N	ITEMS	SA		A		D		SD		RSI	Rank
		F	%	F	%	F	%	F	%		
1	My facilitator tend to speak softly while communicating	86	14.5	326	14.5	54	50	133	22.4	0.653	**4**
2	My facilitator will not want to look into your eye while communicating	64	10.8	94	15.8	247	41.5	190	31.9	0.513	**10**
3	My facilitator does not really express his/her feelings or opinions clearly	141	23.7	56	9.4	232	39	166	27.9	0.572	**8**
4	My facilitator speaks in a load, demanding, and arrogant voice	178	29.9	89	15	186	31.3	142	23.9	0.627	**6**
5	My facilitator uses abusive words while communicating	108	18.2	181	30.4	202	33.9	104	17.5	0.623	**7**
6	My facilitator does not allow us to express ourselves most times	66	11.1	155	26.1	238	40	136	22.9	0.563	**9**
7	My facilitator uses facial expression that does not match how he/she feels while	143	24	130	21.8	215	36.1	107	18	0.63	**5**

S/N	ITEM	SA F	SA %	A F	A %	D F	D %	SD F	SD %	RSI	Ranks
	communicating (like smiling when angry)										
8	My facilitator communicate with words that means the opposite	41	7.2	133	22.7	228	38.3	189	31.8	0.513	**11**
9	My facilitator suddenly becomes unfriendly while around us	66	11.1	90	15.1	130	21.8	309	51.9	0.463	**12**
10	My facilitate or express feeling clearly and appropriately while communicating	311	52.3	187	31.4	12	2	85	14.3	0.804	**1**
11	My facilitator speaks in a calm and clear tone of voice while communicating	282	47.4	173	29.1	19	3.2	121	20.3	0.759	**3**
12	My facilitator maintain a good eye contact while communicating	252	42.4	224	37.6	41	6.9	78	13.1	0.773	**2**

Table 2 above, shows the various levels of frequency of communication patterns using frequency counts of ratings and RSI. The result of the RSI shows that the most prominent of the communication patterns is "my facilitator express feelings clearly and appropriately while communicating (Assertive communication pattern)" with an RSI value of 0.804 (1st) and a 311(52.3%) and 187(31.4%) of the respondent indicating a "Strongly Agreed" and "Agreed" response to such as a communication patterns. This is closely followed by "my facilitator maintain a good eye contact while communicating (Assertive communication pattern)" with an RSI value of 0.773 (2nd) and a 252 (42.4%) and 224 (37.6%) of the learners indicating "Strongly Agree" and "Agree" response to such as a communication patterns.

However, the result of the R.S.I shows that the least prominent communication patterns is "my facilitator suddenly becomes unfriendly while around us (Aggressive communication pattern)" with an RSI value of 0.513 (12th) and a 130 (21.8%) and 309 (51.9%) of the respondent indicating a "Strongly Disagreed" and "Disagreed" response to such as a communication patterns. This is closely followed by "my facilitator communicate with words that means the opposite (Passive-Aggressive communication pattern)"with an RSI value of 0.463 (11th) and a 228 (38.3%) and 189 (31.8%) of the respondent indicating a "Strongly Disagreed" and "Disagreed" response to such as a communication patterns.

Research Question Three: What are the types of life skills acquired by the clientele?

Table 3: Showing frequency counts, simple percentages and mean on types of life skills acquired by the clientele.

S/N	ITEMS	SA F	SA %	A F	A %	D F	D %	SD F	SD %	RSI	Ranks
1	I speak clearly, honestly and to the point	352	59.2	236	39.7	1	0.2	6	1.0	0.892	**1**
2	I usually respect the right of others at all times	304	51.1	283	47.6	1	0.2	7	1.2	0.871	**2**
3	I listen well to my peers and facilitators while communicating without interrupting	320	53.8	224	37.6	29	4.9	22	3.7	0.854	**3**
4	It's difficult for people to change my mind	211	35.5	261	43.9	32	5.4	91	15.3	0.749	**6**
5	I make up my mind quickly on how to solve next problem	223	37.5	265	44.5	57	9.6	50	8.4	0.778	**4**
6	I find it hard to decide when I am scared or tired	138	23.2	193	32.4	132	22.2	132	22.2	0.642	**11**
7	I can create and design learning materials suitable for my group work	189	31.8	250	42	31	5.2	125	21	0.711	**10**
8	I can solve complex problems on my own and also in group	248	41.7	157	26.4	88	14.8	102	17.1	0.732	**8**
9	I think of new and different way to solve new tasks	279	46.9	165	27.7	36	6.1	115	19.3	0.755	**5**
10	I always feel shy around my facilitators	97	16.3	112	18.8	160	26.9	226	38	0.534	**12**

| 11 | I have a passion for learning new things irrespective of how many times I try | 268 | 45 | 166 | 27.9 | 51 | 8.6 | 110 | 18.5 | 0.749 | **7** |
| 12 | I am good at answering questions in class | 218 | 36.6 | 237 | 39.8 | 15 | 2.5 | 125 | 21 | 0.73 | **9** |

Table 3 above shows the various the frequency of life skills acquired by the clientele using frequency counts of ratings and RSI. The result of the R.S. I shows that the most prominent of the life skills acquired by the clientele "I speak clearly, honestly and to the point" with an RSI value of 0.892 (1st) and a 352(59.2%) and 236(39.7%) of the respondent indicating a "Strongly Agreed" and "Agreed" response to such life skills acquired. This is closely followed by "I usually respect the right of others at all times" with an RSI value of 0.871 (2nd) and a 304 (51.1%) and 283 (47.6%) of the clientele indicating "Strongly Agreed" and "Agreed" response to such as alife skills acquired.

However, the result of the R.S. I shows that the least prominent of life skills acquired by the learners is "I always feel shy around my facilitators" with an RSI value of 0.534 (12th) and a 160 (26.9%) and 226 (38%) of the respondent indicating a "Strongly Disagreed" and "Disagreed response to such as a life skills acquired by the learners. This is closely followed by "I find it hard to decide when I am scared or tired" with an RSI value of 0.642 (11th) and a 132 (22.2%) and 132 (22.2%) of the respondent indicating a "Strongly Disagreed" and "Disagreed" response to such as life skills acquired by the clientele.

Discussion of Findings

The result of the research question one indicated that the level of perceived competency in terms of teachers" suitability in impartation of students' life stuns given their communication pattern is not suitable. Patterns of communications between a clientele and facilitator can influence the classroom environment, quality of the instructional programme and learner management in the classroom. Thus, it is important to look at these patterns and how they affect the teaching-learning environment. Building engaging and connected classroom environment and healthy clientele-facilitator relation requires continuous and effective communication. Facilitator need to learn the act of interacting with the clientele effectively (Bharti, 2015).

The result of research question two further indicated that the most prominent of the communication patterns is assertive communication pattern while the least prominent communication patterns are Aggressive communication pattern and Passive-Aggressive communication pattern respectively. Assertive communication is a style in which individuals clearly state their opinions and feelings, and firmly, advocate for their rights and needs without violating the rights of others. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

The result of research question three shows that the most prominent of the life skills acquired by the students is "I speak clearly, honestly and to the point'; and "I usually respect the right of others at all times" while the least prominent of life stills acquired by the students is "I always feel shy around my teachers" and "I find it hard to decide when I am scared or tired". However, the level of clientele life skill acquisition was found to be high.

Conclusion

Based on the findings of the study conclusions were made that; effective communication pattern coupled, with a competent and suitable facilitator can effectively impart, also and inspire best type of life skills among clientele of literacy education programme in Nigeria. Also, effective communication could equip learners with the appropriate life skills to battle all life and academic related problems in all ramifications.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Competent and well-trained facilitators should be employed so as to build and engaging and connected classroom environment, a healthy clientele-facilitator relationship through continuous and effective communication in order to effect more better facilitators' achievements.

2. Assertive communication pattern should be prioritized over other types of communication patterns, as it is the most prominent communication pattern that can provide the tool needed to achieve an effective impartation and understanding of major life skills among adult learners in literacy centres.

3. Enabling environment should be provided in terms of healthy relationship between clientele-clientele, clientele-facilitator, facilitator-facilitator communication process and so on.

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