

**INFLUENCE OF FACILITATORS ATTITUDE ON THE ACHIEVEMENT
OF LEARNER'S OUTCOME IN EGOR LOCAL GOVERNMENT AREA
OF EDO STATE**

BY

**Rebecca Efosa OSAKUE
EDU1902899**

**FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

MARCH, 2024

**INFLUENCE OF FACILITATORS ATTITUDE ON THE ACHIEVEMENT
OF LEARNER'S OUTCOME IN EGOR LOCAL GOVERNMENT AREA
OF EDO STATE**

BY

**Rebecca Efosa OSAKUE
EDU1902899**

**A PROJECT SUBMITTED TO THE DEPARTMENT OF ADULT AND
NON-FORMAL EDUCATION, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE
(ED) DEGREE IN POLITICAL SCIENCE**

MARCH, 2024

CERTIFICATION

This is to certify that this project was carried out by **Rebecca Efosa OSAKUE** with Matriculation Number: **EDU1902899** in the Department of Adult and Non-Formal Education, University of Benin, under my supervision.

DR F.U. AGHEDO
Project Supervisor

MR. M.O. EGBADON
Project Coordinator

DATE _____

DATE _____

PROF. (MRS.) L.A. OKUKPON
Head of Department

DATE _____

DEDICATION

This project is dedicated to Almighty God for His inspiration and sustenance throughout my stay in Uniben.

ACKNOWLEDGMENTS

She wishes to appreciate her project supervisor, Dr F.U. Aghedo for his fatherly advice and assistance given to her during the course of writing this project.

She sincerely appreciates her parents, Mr. and Mrs. Roland Osakue for their immense spiritual and financial support. Special thanks to her mother Mrs Sarah Osakue for her love, support, prayers and advice. Special thanks to her sister Magdalene Osakue for her care, love and encouragement and her brother Osamudiamen Osakue for been there for her.

The researcher cannot fail to mention her friends; Joy, Peace and Tolu for their support and encouragement. May God bless you all.

TABLE OF CONTENTS

COVER PAGE	I
TITLE PAGE	I
CERTIFICATION	III
DEDICATION	IV
ACKNOWLEDGMENTS	V
LISTS OF TABLES	X
LIST OF APPENDIX	XI
ABSTRACT	XII
CHAPTER ONE: BACKGROUND TO THE STUDY	1
Introduction	1
Statement of the Problem	6
Research Questions	7
Purpose of the Study	7
Significance of the Study	8
Scope and Delimitation of Study	9
Definition of Terms	9

CHAPTER TWO: REVIEW OF RELATED LITERATURE	11
Theoretical Framework	11
Facilitators Attitude to Work on the Achievement of Learner’s Outcome	17
Facilitators Attitude on the Achievement of Learner’s Outcome	21
Demography of Facilitators on the Achievement of Learner’s Outcome	32
Facilitators Qualification on the Achievement of Learner’s Outcome	37
Facilitators Experience on the Achievement of Learner’s Outcome	40
Summary of Literature Reviewed	45
CHAPTER THREE: METHODOLOGY	47
Design of the Study	47
Population of the Study	48
Sample and Sampling Technique	48
Research Instrument	49
Validity of the Instrument	50
Reliability of the Instrument	50
Method of Data Collection	51
Method of Data Analysis	51

CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION

OF FINDINGS	52
Data Presentation	52
Discussion of Findings	59

CHAPTER FIVE: SUMMARY, CONCLUSION

AND RECOMMENDATIONS	64
Summary	64
Findings	65
Conclusion	66
Recommendations	66
REFERENCES	68
APPENDIX	76

ABSTRACT

This study investigated the influence of facilitators attitude on the achievement of learners' outcome in literacy centers in Egor Local Government Area of Edo State. Four research questions were raised to guide the study. Related literature of scholars views on the study were reviewed. The study adopted descriptive survey research design, the total population of the study employed were three thousand (3000) learners with sample population of one hundred and fifty respondents.

The research instrument employed for this study was a self-structured questionnaire that sought information from the respondents from selected literacy centres. The reliability of the research instrument was ascertained using test-retest reliability technique. The reliability of the retrieved instrument was ascertained using Pearson Moment Coefficient Correlation. A reliability coefficient score of 0.76 was obtained. Data was collected from the respondents and analyzed using descriptive statistics such as frequency count and simple percentages.

The findings revealed that The positive attitude exhibited by facilitators towards work influence the achievement of learners' outcome. The positive attitude of facilitators promotes the achievement of learners' outcome. Facilitators qualification influences the ;achievement of learner's outcome. Based on the findings revealed above, the following recommendations were made: To ensure learners' success, adult education planners and administrators must take appropriate measures to address facilitators' attitudes towards work. This includes ensuring timely payment of salaries, increasing facilitators' salaries, and creating a positive and conducive work environment to motivate and engage facilitators. The attitude of facilitators in promoting the achievement of learners' outcome should be a paramount interest to both government and adult education planners to enhance quality outcome of learners. Furthermore, facilitators' educational qualifications have a significant impact on learners' outcomes, and adult education planners and administrators should prioritize providing seminars and symposiums to keep facilitators informed of the latest trends. Finally, the study highlights the importance of teaching experience in achieving learners' outcomes. Therefore, adult education learners should seek out facilitators with extensive teaching experience, as those who are well-trained tend to yield better results than those who are less experienced.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is widely recognized as the most effective means for achieving sustainable human development and is essential for promoting economic growth and national progress. It is considered the foundation of all development, providing the fundamental building blocks for literacy, skill development, and technological innovation (Omotayo, Eyarefe, & Olawale, 2019).

According to Akinroyode (2012), it is undeniable that the fundamental objective of basic literacy programmes is to effect positive behavioral changes in learners. These programmes, established by both private and governmental entities, strive to diminish the number of illiterate individuals in society by providing essential learning materials. The success of these programmes is determined by the degree to which this objective is realized, serving as a gauge for adult learning accomplishments. Bell (2011), the success of a basic literacy programme is determined by various factors, including the proficiency, experience, and

qualifications of the facilitators. Other important factors include the motivation and participation of the learners, the availability of educational resources and services, instructional supervision, center leadership, school structure, and overall atmosphere. It is widely recognized that the quality of education is heavily dependent on the effectiveness of classroom teaching. Therefore, it is crucial to have skilled and competent tutors who can compensate for any shortcomings in the curriculum or educational resources.

According to Arinde (2010), Anderson stated that teachers possessing the appropriate qualities are considered crucial for the academic success of students. Hanushek and Rivkin (2010) also agree that the achievement of learning, defined as the level to which learners have absorbed the taught materials, is influenced by various factors, including quality teaching. The Nigerian education system assesses the competence of teachers and\ facilitators based on their qualifications, years of experience, and proficiency in teaching. This proficiency is demonstrated through their mastery of the subject matter, lesson preparation and presentation, classroom management, communication, assessment and evaluation skills, and overall personality. The tutor plays a pivotal role in the education process and is crucial to

the success of the entire programme. In fact, the quality of education delivery is largely dependent on the competence, dedication, and professional qualifications of the teachers. Ultimately, the success of the education programme is measured by the level of learning achievement.

Teaching encompasses not solely cognitive and manipulative (psychomotor) abilities, but also the instilling of values and attitudes within the learner (affective objective). Additionally, the teacher plays a role in fostering positive attitudes within the learner, including positive and realistic self-concept, self-esteem, self-discovery, motivation, interests, curiosity, intellectual competence, and proficiency in various subject areas. Okoro and Eke (2017) suggest that this kind of objective can have enduring impacts on learning, including cultivating favorable attitudes towards learning and developing the intellectual and social skills necessary for retaining knowledge. Furthermore, a teacher's familiarity with the elements of a well-crafted instructional objective can enhance the quality of instruction and ultimately contribute to a higher standard of education.

According to Dike (2006), instructional objectives are a declaration that outlines the actions anticipated from students upon completion of a lesson, serving

as proof that learning has taken place. Dike believes that in order for educators to effectively and efficiently enhance the quality of education, they must possess a comprehensive understanding of the elements that comprise a well-crafted instructional objective. The A B C D acronym was used by him to illustrate his point. The "A" stands for the audience, which refers to the individuals who will receive or benefit from the instruction. The "B" represents the behavior, which outlines the actions that the learners should be able to perform by the end of the lesson and is typically expressed through action verbs. The "C" represents the condition, which pertains to the necessary teaching resources. Lastly, the "D" stands for the degree, which refers to the level of performance required for certification. In order to effectively guide students in classroom activities, teachers must be knowledgeable in innovative teaching strategies. This should be a priority for teacher trainers as they prepare educators for their classroom roles, as the success of education is determined by the impact a teacher has on their students' minds. To fulfill their responsibilities, teachers must possess various qualities, including physical, psychological, emotional, and intellectual attributes.

The issue of learners' participation has been a significant subject in scholarly literature since the 1990s (Trowler, 2010). It refers to the time and energy that students dedicate to activities that are linked to the desired outcomes of educational institutions, with the goal of promoting their involvement in these activities. Consequently, enhancing learners' engagement has a substantial and favorable impact on their academic achievements and performance (Kuh, 2009). The term "student engagement" refers to the extent and nature of a student's psychological, cognitive, emotional, and behavioral responses to the process of teaching and learning, both within and beyond the confines of the classroom, with the ultimate objective of achieving optimal learning outcomes (Gunuc & Kuzu, 2015).

According to Trowler (2010), student engagement is linked to the interplay of time, effort, and appropriate resources invested by both students and their institutions. This investment aims to enhance the learners experience, improve learning outcomes, and develop learners, as well as boost the institution's performance and reputation. Additionally, the attitudes of facilitators, such as their enthusiasm, supportiveness, and effective communication, have a significant impact on learners' motivation, engagement, and learning outcomes. It is against

this background that this study examined the influence of facilitators attitude on the achievement of learners' outcome in Egor Local Government Area of Edo State.

Statement of the Problem

Throughout the years, there has been a discourse among facilitators and researchers regarding the most effective educational factors that determine learning achievement. Nevertheless, the influences that impact learning achievement are still not definitively understood. Among the factors to be considered are the efficacy and supportiveness of tutors, effective communication, school facilities, learners' attitudes towards school, interest in learning, learners' engagement, intelligence, self-efficacy, attribution, and motivation, among others. The concept of learning outcome encompasses various educational, psychological, political, economic, and sociological elements. Therefore, it is not possible to accurately predict learning outcome based on just one or two factors, but rather a multitude of variables must be considered.

More attention is accrued to the influence the facilitators' quality has on learners' educational achievement and has led to many educational kinds of

research, particularly in the formal education sector. Due to limitations in research investigations, basic literacy education has not been thoroughly studied. As a result, the researcher was motivated to explore the correlation between facilitators' attitudes and learning outcome in literacy centers located in Benin, Edo State, Nigeria.

Research Questions

The following research questions were raised to guide the study.

1. What attitude of facilitators exhibited by facilitators towards work influence the achievement of learner's outcome?
2. What attitude of facilitators can promote the achievement of learner's outcome?
3. How does the facilitator qualifications influence the achievement of learner's outcome?
4. How does the teaching experience of the facilitator influence the achievement of learner's outcome?

The Purpose of the Study

The main purpose of the study is to examine the influence of facilitators attitude of the achievement of learner's outcome. Specifically, the objectives of this study are to:

1. identify the influence of attitude of facilitators exhibited towards work on the achievement of learner's outcome.
2. identify attitude of facilitators that promotes achievement of learner's outcome.
3. determine whether facilitators qualification influences the achievement of learner's outcome.
4. determine whether facilitators teaching experience influences the achievement of learner's outcome.

Significance of the Study

This study is of great importance and usefulness to the government, facilitators, learners and the public as a whole in understanding the significance of the attitude of the facilitator and its influence on the achievement of learners

outcome in knowledge and skill acquisition centers in Nigeria. The impact of education would be assessed by the stakeholders as a crucial factor in enhancing their socio-economic well-being and the overall development of Edo State and the nation as a whole. The research will expand the perspectives and understanding of education stakeholders, empowering them to make informed decisions on critical issues impacting the educational advancement of learners and offer effective solutions to address them. School organizations can utilize these concepts to recruit and train exceptional educators capable of enhancing the academic benchmarks of students, thereby fostering their growth as future leaders. This is essential for attaining national progress.

Scope/ Delimitations of the Study

The study tends to examine the influence of facilitators attitude on the achievement of learner's outcome. The study delimited to adult literacy centres in Egor Local Government Area in Benin City, Edo State.

Definition of Terms

The following under listed are explained the way they are used in the context of the study.

Influence: the capacity to have an effect on the character, development, or behaviour of someone or something.

Facilitator: Facilitator is a person who helps an individual or group of people to work together better, understand their common objectives, and plan how to achieve these objectives, during meetings or discussions. .

Attitude: Attitude is the way in which a person views and evaluates something or someone, a predisposition or a tendency to respond positively or negatively toward a certain idea, object, person, or situation.

Achievement: Achievement is something that a person has accomplished through hard work, effort, and dedication.

Learners: Learner is an individual who is engaged in the process of acquiring knowledge, skills, or understanding in a particular subject or field.

Outcome: That which is produced or occurs as a result of an event or process.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature to the study is made under the following sub-topics:

- Theoretical Framework
- Facilitators Attitude to Work on the Achievement of Learner's Outcome
- Facilitators Attitude on the Achievement of Learner's Outcome
- Demography of Facilitators on the Achievement of Learner's Outcome
- Facilitators Qualification on the Achievement of Learner's Outcome
- Facilitators Experience on the Achievement of Learner's Outcome
- Summary of Literature Reviewed

Theoretical Framework

This study is hinged on Piagets theory of cognitive development. Piaget cognitive development theory fosters the investigation of the influence of facilitators attitude on the achievement of learners' outcome. Piaget (1962) believes that intelligence is a form of adaptation. He perceives cognitive development as a psychobiological process that involves alterations in schematic

structures of an individual, which occur with growth and experience. Piaget acknowledges that the development of cognition is dependent on an individual's interaction with their environment. This interaction results in organization and adaptation, which are fundamental in comprehending Piaget's perspective on cognition. Every living organism has a natural inclination towards organizing primary processes into cohesive systems. For instance, when an infant is initially able to gaze at objects or hold them, the combination of these two processes, allowing the child to hold an object while simultaneously looking at it, is referred to as organization. Piaget denotes these independent primary processes as a schematic structure. The inclination of a child to modify and refine their schemas through hands-on exploration and interaction with their surroundings is referred to as adaptation. This process comprises two components: assimilation and accommodation. When individuals integrate fresh information into their existing concepts or schemas, it is known as assimilation. If pre-existing concepts or schemas are adjusted to incorporate new information, it is referred to as accommodation. In the event that new information cannot be assimilated or accommodated, a new schema is established.

According to Piaget, children go through four main stages of cognitive development (Hertherington and Park,1975). The four major stages of cognitive development are: The Sensory motor stage (0 - 2 years), the Preoperational or intuitive stage (2 - 7 years), the Concrete operations stage (7 - 11 years), and the Formal operations stage (11 - 15 years). Pia Sanghai (2020) Piaget's cognitive development theory commences with the sensorimotor stage, which lasts from birth until approximately two years old. Throughout this stage, babies utilize their sight, touch, and sound senses to observe and comprehend their environment. Piaget's theory of cognitive development identifies the preoperational stage as the second stage, which typically lasts from ages 2 to 7. During this stage, children's use of symbolic thinking expands.

They begin to form and develop mental representations of events and ideas, and their ability to communicate using words, gestures, and symbols emerges. For example, a child may observe their mother holding a pot and spoon and ask, "Are you going to cook, Mommy?" During this stage, children rely less on sensorimotor activity and more on mental representations to comprehend the world around them. Piaget's theory of cognitive development identifies the concrete operational stage

as the third stage, which typically occurs between the ages of 7 and 11 or 12. During this stage, children are able to use logical operations. The primary change in this stage is that children's thinking becomes less reliant on perception and more focused on logic. They develop the ability to understand conservation tasks and demonstrate "decentering," the ability to focus on multiple aspects of a stimulus. Additionally, children grasp the concept of "reversibility," the idea that transformations of a stimulus can be undone. For instance, they learn that a ball of clay transformed into a thin rope can be reshaped back into a ball. Piaget's theory of cognitive development identifies the formal operational stage as the fourth stage. Typically, children enter this stage at the age of 11 or 12. During this stage, young adolescents acquire the ability to think abstractly. A crucial aspect of this stage is the capacity to reason. Adolescents learn the principles of deductive and inductive reasoning and apply their knowledge to solve problems and conduct experiments. The pendulum problem is a popular example used to illustrate the reasoning ability at this stage. For instance, an adolescent may be presented with a toy phone and asked to identify the factors that contribute to the sound it makes. The child will then formulate and test a series of hypotheses to arrive at a conclusion.

Simwata (2010) highlights the significant implications of Piaget's theory of cognitive development for various aspects of curriculum development, including planning, implementation, evaluation, and instructional management in schools. It is crucial to align the chosen orientation for planning, whether subject matter or societal demands, with the child's developmental characteristics. If subject matter is the focus, the content of the lesson plan should progress in a manner that is compatible with the learner's developmental characteristics. The objectives across different domains of learning, including cognitive, behavioral, and affective levels, should reflect the various stages of the learner's growth. The scope, progression, and integration of the subject matter must relate to the learner's cognitive growth. Teaching methods, techniques, instructional materials, and learning activities should be appropriate for each of the cognitive developmental stages of the learners. According to the theory, the learner's environment has a significant impact on their learning. Therefore, teaching materials should be sourced from the learner's environment, and teaching methods and techniques should be appropriate for their cognitive development stage. The type of teaching methods, instructional materials, and techniques used should be dictated by the learner's cognitive

developmental stage. As instructional managers, facilitators should be aware of the hierarchy of learners' cognitive development to understand their thought processes and guide them through their intellectual development at every stage of their life. Learners have varying capacities for comprehension, assimilation, and retention at different ages and stages of their life. For example, a first-year student in higher education may not be able to comprehend complex courses within a short period like a final year student. Facilitators must refrain from hastily concluding what they believe is necessary and appropriate for the learner. They should not assume that what they consider relevant for the learner is automatically beneficial for the learner. Instead, facilitators should tailor the lesson's content to the learners' needs, abilities, and capacities. Piaget's theory of cognitive development provides insight into the cognitive development process sequence in learners, helping facilitators avoid potential missteps during the learning process. Piaget advises that assimilation and accommodation require time. Facilitators and educators must recognize that learners may engage in an activity today, but the change in their schemes may not occur until they have accumulated further experiences in the future. In summary, Piaget stresses the importance of social interaction. Learning

must be learner-centered, and learners must participate in the learning process (Simwata, 2020)

Facilitators Attitude to Work and the Achievements of Learners' Outcome

According to Adeyemo (2005), the attitude of facilitators towards work has a significant impact on the teaching and learning of learners. This means that whether a facilitator's attitude is positive or negative, it will ultimately determine the outcome of the learners. Olaleye (2011) further explains that the facilitator's attitude towards work, including their subject mastery, communication skills, job satisfaction, and emotional stability, can affect the outcome of the learners. Therefore, for effective teaching and learning, a facilitator must have a good understanding of the subject being taught, effective communication skills, and a passion for their job. A facilitator is someone who helps adults learn, as described by Ngwu (2013). They simplify complex learning situations and help adults achieve their learning goals through adult education programmes. However, the use of unqualified personnel and the neglect of facilitator training have resulted in poor outcomes of adult education programmes in Nigeria. The lack of skills and competencies required by facilitators may be due to their low qualifications. This

has led to poor programme outcomes and is the focus of this research study. The study aims to expose the competency needs of facilitators to equip them with the necessary knowledge and skills to impart andragogic and livelihood skills to adult learners.

Competent facilitators enhance programme design and curricula and adopt innovative strategies to facilitate learning for adult learners. However, Fasokun (2008) notes that most facilitators in Edo state have no exposure to basic training in the facilitation of adult education programmes. This highlights the need to determine their competency needs to improve programme outcomes. Competency, as described by Ifeanyieze & Olaitan (2009), is the ability to perform a task adequately. Adult education competencies are work traits and characteristics that facilitators need to be functional in adult education programmes. These competencies include knowledge, skills, and attributes that contribute to improved organizational performance, as noted by Gilbert (2012).

Obidiegwu (2013) outlines the various roles of facilitators/adult educators, which include mutual diagnosis of learning and identification of program ideas, planning experiences and instructions that will produce desired learning,

motivating learners by creating physical and psychological conditions conducive to learning, organizing and managing both human and material resources necessary for achieving the learning objectives, evaluating the input, process, and output to determine the extent of achievement and making necessary decisions for the future. These roles require specific competencies and skills to assist adult learners in achieving their goals. The facilitator's role in using appropriate methods is crucial to adult learning. The facilitator must be familiar with a variety of methods and discern which method is appropriate for the specific audience and subject matter, understand the advantages and limitations of the chosen method, know what is expected of them while using the method, and understand the expected responses from the learner and the necessary interaction patterns. The facilitator must also know how to evaluate the effectiveness of the method used (Bakare, 2010).

Methods refer to different ways utilized by the facilitator to achieve the educational objective, including classroom arrangement and teaching style. Techniques complement the methods used to perform various simple tasks and bring about variety, clarity, and focus to the teaching/learning experience. Techniques are related to the facilitator's personal teaching style. Devices are used

to enhance, clarify, and make the teaching process more interesting and are meant to support methods and techniques used by the facilitator (Bakare, 2010). In order to organize adult education programs effectively, facilitators must possess a diverse set of skills, including planning, communication, time management, and team building. Planning encompasses the process of choosing the best possible course of action for the program as well as for each department or section involved (Wehrich, Cannice & Koontz, 2008).

Bankole (2010) states that there are four essential objectives of planning in the context of adult education programs, which include mitigating uncertainty and driving change, focusing available resources and energy on achieving set objectives, ensuring cost-effectiveness, and enabling better control. These goals are crucial for the successful management of multifaceted adult education programs. Therefore, in order to effectively plan adult learning programmes, the facilitator must first conduct a needs assessment to identify the specific needs of the learners. From there, clear objectives must be established and the necessary conditions for achieving those objectives must be identified. The facilitator must also consider various factors that may hinder or assist in implementing the programme, and have

alternative plans in place in case of unforeseen problems. Finally, the programme activities should be planned in a coordinated sequence to ensure effective communication and learning. Evaluation of the programme should also be planned to ensure its success.

The utilization of communication skills by facilitators includes non-verbal communication, obtaining feedback on the results of adult learning programmes, asking effective questions to enhance learners' comprehension, presenting subject matter in a suitable context, and possessing exceptional supervisory abilities. Effective time management necessitates prioritization and taking control of situations to maximize productivity. This entails managing one's own time, as well as the organization's time, and training others to manage their time and the organization's time (Nafukho, Wawire & Lam, 2011).

Facilitators Attitude on the Achievement of Learners Outcome

Eagly and Chaiken (1993) define an attitude as a psychological inclination that involves evaluating a specific entity with a degree of favor or disfavor. This definition implies that expressing an attitude involves making an evaluative judgment about a stimulus object. In essence, expressing an attitude involves

deciding whether to like or dislike, approve or disapprove, or favor or disfavor a particular issue, object, or person. Attitudes, when viewed as evaluative judgments, can vary in two critical ways. Firstly, attitudes can differ in valence or direction, with some being positive, negative, or neutral. Secondly, attitudes can differ in strength, with some individuals feeling strongly about a particular topic, while others feel less strongly. This chapter will explore different aspects of attitude strength. Any stimulus that can be evaluated along a dimension of favorability can be conceptualized as an attitude object, including abstract concepts, concrete objects, oneself, other individuals, social policy issues, and social groups, as noted by Eagly and Chaiken (1993).

According to Eagly and Chaiken (1993), attitudes consist of three components: affective, behavioral, and cognitive. This model is commonly referred to as the ABC model of attitudes. The affective component pertains to our emotional reaction towards the object of our attitude. For instance, we may feel anxious or afraid when encountering a dog. The behavioral component refers to our actions towards the object of our attitude. For example, if we avoid crossing paths with a dog, it is indicative of a negative or fearful attitude towards dogs. The

cognitive component encompasses our beliefs and thoughts about the object of our attitude. Essentially, it pertains to what we think or believe about the attitude object, and includes our knowledge about a particular thing or topic. Sometimes, these cognitive components may be based on generalized assumptions, such as "All drugs are bad." When an attitude is primarily based on the cognitive component, it is known as a cognitive-based attitude.

Thompson-Bramwell, and Mauzard (2022) Numerous theories of conditioning have been developed by psychologists, offering valuable insights into how these principles can be applied to modify learners' behavior. These principles of attitude formation can assist facilitators in determining strategies to implement during the teaching and learning process, ultimately leading to successful learning outcomes for learners. By conditioning learners' attitudes to align with the desired learning outcomes, facilitators can effectively guide their learners towards success. Despite the importance and prevalence of classical and operant conditioning theories, there exists a third theory known as contiguous conditioning, which is often overlooked in literature and learning psychology textbooks. Nonetheless, this theory can be useful in behavior modification.

Weilbell (2011) noted that Guthrie's theory of contiguous conditioning, while not commonly used in instructional design, can still be a valuable tool for facilitators seeking to modify behavior.

Ivan Pavlov is credited with developing the theory of classical conditioning, which suggests that every environmental event corresponds to a specific point on the cortex. According to Emer (2020), classical conditioning occurs when an automatic conditioned response is paired with a particular stimulus to create a behavior. Pavlov's research on dog digestion led him to notice that the dogs' physical reactions to food changed over time. Initially, they only salivated when food was presented, but later they began to salivate even before their food arrived, in response to consistent noises like the sound of an approaching food cart. To test his theory, Pavlov conducted an experiment in which he rang a bell before presenting food to the dogs. Although the dogs did not respond to the bell at first, they eventually began to salivate at the sound of the bell, which had become associated with food. Thus, the dogs were conditioned.

Cherry (2022) suggested that classical conditioning can have practical applications in the classroom. One such application is creating a positive classroom

environment to help learners overcome anxiety and fear. The author proposed that pairing an anxiety-provoking situation, such as public speaking, with pleasant surroundings can help learners form new associations. This can lead to a decrease in anxiety and tension, and an increase in relaxation and calmness. Similarly, Millacci (2021) provided examples of how classical conditioning can be used effectively in the classroom. For instance, turning on the lights every time the facilitators wants to get the learners ' attention can create an association between the lights and quietness and attentiveness.

B.F. Skinner is credited with the development of the theory of operant conditioning, which is sometimes referred to as Skinnerian conditioning due to his initial description of it. This theory explains the range of learned behaviors that we exhibit on a daily basis. The work of Edward Thorndike significantly influenced the theory of operant conditioning, particularly with his suggestion of the law of effect. This law proposes that actions resulting in desirable outcomes (rewards) are more likely to be repeated, while those resulting in undesirable outcomes (punishment) are less likely to be repeated. Therefore, behaviors followed by

positive consequences are reinforced and more likely to be repeated, while behaviors followed by negative consequences are less likely to be repeated.

According to Cherry (2020), operant conditioning is based on a straight forward principle: Behaviors that receive positive reinforcement will be reinforced and likely to be repeated. For instance, if a learner is rewarded for completing projects on time and achieving a high score, they are more likely to continue completing their projects on time and aiming for high scores. Similarly, if a learner is consistently punctual and receives praise from their facilitator, they are more likely to arrive early to class next time and cultivate a habit of punctuality. This is because the behavior was reinforced by a desirable outcome.

Conversely, behaviors that are followed by punishment or negative consequences will be weakened and less likely to occur again. For example, if a learner turns in a project late and is punished, they are less likely to turn in late work again. If a learner arrives early to class and is ridiculed by their peers, they are less likely to arrive early again. In the classroom, operant conditioning is frequently utilized. Skinner, as cited by Olson and Hergenhahn (2016), emphasized the use of extrinsic reinforcement for teaching and learning situations. The aim is

to encourage desirable behaviors through reinforcement. Immediate feedback on behavior can be provided to learners through operant conditioning. When positive attitudes are rewarded by the facilitator, other learners are likely to imitate the behavior to receive the reward. Additionally, the rewarded learner is more likely to repeat the behavior due to the positive outcome. Negative classroom attitudes can also be curtailed through immediate feedback. Simple punishment or withholding of praise can serve as operant conditioning in education. When the facilitator punishes negative attitudes, other learners will want to avoid the punishment, resulting in minimal chances of exhibiting the same attitude. Similarly, the punished learner will be less likely to repeat the behavior.

According to Renner (2018), incorporating operant conditioning into classroom management can serve as a reliable strategy. This suggests that the use of operant conditioning can significantly improve the teaching and learning experience, leading to positive learning outcomes.

Weibell (2011) posits that the theory of contiguous conditioning is founded upon Edwin Guthrie's law of contiguity. The law of contiguity postulates that "when a movement is consistently accompanied by a combination of stimuli, that

combination will tend to elicit the movement in the future." This principle suggests that a stimulus that triggers a response will elicit the same response upon subsequent exposure to the stimulus. If you react in a specific manner to a situation, it suggests that you will respond similarly the next time you encounter a similar situation. Consequently, it is essential for learners to have frequent opportunities to practice the skills they are taught. For instance, if a learner observes a facilitator expertly decorating cakes in a food lab but never gets the chance to decorate one themselves, they may become skilled at observing the facilitator but will not improve their own cake decorating abilities unless they take action beyond just watching.

According to Olson and Hergenhahn (2016), individuals must produce the desired responses to different stimuli themselves while in their presence. This theory aligns well with a learner-centered classroom approach, where learners are encouraged to actively participate in their own learning while the facilitator acts as a guide. The attainment of learning objectives by learners can be measured through their learning outcome or achievement. According to Dimiyati & Mudjiono's (2006) perspective, the learning outcome is the consequence of the interplay between

teaching and learning. It serves as a standard to gauge the learners' abilities. Attaining high grades in all subjects is a clear indication of successful learning outcomes, while poor performance is a reflection of inadequate learning.

Achieving good learning outcomes is a common desire among learners, as it serves as a key indicator of a successful learning process. However, not all learners are fortunate enough to achieve their desired learning outcomes. Generally, the factors that affect learning outcomes can be categorized into two types: internal and external factors, as stated by Sugihartono (2007).

According to Ulug et al. (2011), the facilitator holds the utmost importance in education and learning as one of the external factors. Facilitators have a significant impact on the learning outcomes of learners. One of the factors that influence learners is the attitude of the facilitator. Learners prefer facilitators who exhibit warmth and acceptance, as it makes them feel at ease during the learning process. Conversely, a poor relationship with the facilitator can lead to resistance or low motivation to learn. Therefore, a positive relationship between facilitator and learner is crucial for successful learning. This is in line with the view of Ataunal (2003) who expressed the view that effective communication between

facilitators and learners has a favorable impact on the outcome of learning. Additionally, a positive attitude exhibited by a competent facilitator can enhance learners' enthusiasm and motivation to learn. According to Yavuzer (2000), the fundamental principle of teaching is to provide learners with support and positive expectations in order to motivate and inspire them. Ulug et al. (2011) further suggest that this high level of motivation and encouragement can lead to favorable learning outcomes.

According to Susandi and Khaerudin (2015), learners' motivation reflects in their persistence, interest, desire, and effort to attain the learning objectives. Studies reveal that facilitators who exhibit an accepting attitude towards their learners, particularly those with learning disabilities and other difficulties, are instrumental in enhancing their learning outcomes. Facilitators also recognize the unique traits and features of their learners, enabling them to comprehend and embrace what is taught in class. The demeanor of facilitators towards learners, even if it is minimal, can significantly impact the motivation and engagement of learners. For instance, displaying kindness towards students by means of affirmative communication and interaction can foster a positive learning

environment. This aligns with the findings of Abudu & Gbadamosi's (2014) study, which emphasizes the importance of facilitators establishing strong relationships with learners and promoting their participation in classroom activities to enhance the teaching and learning experience. This implies that, facilitator should endeavour to stimulate and develop quality relationship among them and the learner for effective teaching and learning process to actualize optimal achievement of learners' outcomes. Furthermore, facilitators have to understand more about learners characteristic and the problem they encounter in learning process.

According to Novembli, Marlina, and Martias (2015), it is recommended that facilitators familiarize themselves with the unique characteristics, problems, and peculiarities of learners in order to provide solutions when necessary. Since learners vary in terms of their learning pace, with some being slow, others average, and some fast learners, it is important for the facilitator to select suitable teaching styles and instructional materials that cater to all learners in the classroom or address the needs of each student individually. This approach will ultimately help learners attain their desired learning outcomes.

The National Adult Literacy Agency (2008) suggests that adult literacy instruction is most effective when adults are actively engaged and encouraged to share their thoughts and experiences. Additionally, adults should have the opportunity to discover and utilize methods and materials that enhance their learning, and be involved in setting goals and designing the training program. The inclusion of adults with disabilities has significant implications for the training of tutors, teaching and learning strategies, material selection, and assessment of learning by facilitators who advocate for this cause (National Adult Literacy Agency, 2008). This suggests that facilitators must adopt an attitude that prioritizes the learners' needs, and the learning experience should be centered around them. Facilitators should acknowledge that learners have their own unique needs, interests, abilities, goals, desires, and aspirations for attending the learning center. Therefore, learners must be actively involved in the teaching methods, materials, and other aspects of the learning process.

Demography of Facilitators on the Achievement Learners Outcome

Facilitators' demographic stance pertains to their individual or group characteristics, including their age, gender, socioeconomic status, proficiency, the

number of facilitators, and the number of learners they oversee (Bahago, 2011). In their study, Fakolade, Adeniyi, and Tella (2009) examined the perspectives of educators regarding the integration of special needs students into mainstream classrooms. The findings revealed that female facilitators exhibited a more favorable attitude towards inclusion than their male counterparts. Additionally, the study showed that facilitators who possessed professional qualifications were more likely to support the inclusion of special needs learners compared to those who did not hold such credentials.

A study conducted with 146 teachers found that their gender did not affect their attitudes towards the inclusion of children with disabilities in regular schools. However, training on inclusive education had a positive impact on their attitudes (Lika, 2016). In a separate study by Dukmak (2013), regular education teachers in the United Arab Emirates were reported to have positive attitudes towards the inclusion of students with disabilities in regular classrooms. Gender differences were observed, with male teachers exhibiting more positive attitudes than their female counterparts. Additionally, teachers with longer years of experience showed

more positive attitudes towards the inclusion of students with disabilities in regular education classrooms compared to those with less experience.

A study carried out by Dapudong (2013) revealed that primary school teachers' attitudes towards inclusive education for children with learning disabilities in Nonthaburi Province, Thailand were significantly influenced by five demographic variables, namely age, teachers' qualification, teaching experience, area of specialization, experience in teaching students with disabilities in classroom, and training in special education. Another study conducted in Western Australia with the participation of seventy-four primary school teachers, conducted by Vaz, Wilson, Falkmer, Sim, Scott, Cordier, et al. (2015), found that four teacher attributes - age, gender, teaching self-efficacy, and training - collectively accounted for 42% of the variation in teachers' attitudes toward including students with disabilities.

According to research conducted by Avramidis and Norwich (2002) and de Boer, Pijl, and Minnaert (2011), facilitator with less experience in the field of education exhibited a more favorable attitude towards inclusion compared to those with more years of teaching experience. Additionally, studies by Avramidis and

Norwich (2002), Ellins and Porter (2005), and de Boer, Pijl, and Minnaert (2011) found that facilitators generally expressed greater support for the inclusion of leaders with physical and sensory disabilities than those with intellectual, learning, and behavioral disabilities. According to Sharma and Chow (2008), facilitators who possess specialized training in special education, particularly in dealing with leaders who have emotional, behavioral, and learning difficulties, tend to exhibit more favorable attitudes towards integration compared to those who lack such training. This discovery is consistent with the findings of Thaver, Lim, and Liao (2014), who observed that facilitators who received special education training and had greater exposure to individuals with disabilities demonstrated notably more positive attitudes towards inclusive education than their colleague who did not have such training.

Offor and Akinlosotu (2017) conducted a study in Edo State, Nigeria, exploring the attitude of teachers towards special needs students and how it is influenced by gender, educational specialization, and experience. The study sample consisted of 351 teachers. The results revealed that most secondary school teachers in Edo State hold a negative attitude towards special needs students. While gender

did not affect teachers' attitudes, their educational specialization and years of experience were significant factors in determining their attitude towards special needs students. Galaterou and Antoniou (2017) conducted a study involving 208 primary and secondary school teachers in Greece and found that teachers had a slightly positive attitude towards inclusion. The study revealed that younger teachers had more positive attitudes towards inclusion than their older counterparts.

In a separate study by Ehsaan, Khan, and Gulzar (2018), it was observed that special education teachers had a more positive attitude towards inclusive education and were more concerned about it compared to mainstream teachers. Additionally, it was noted that teachers with more experience showed greater concern for inclusive education. The attainment of students' outcomes is affected by several factors associated with teachers' demographics, such as their age, gender, qualifications, experience, and specialization.

Gender has conflicting research results, with some studies indicating that male teachers have a more favorable attitude than female teachers, while others suggest that female teachers are more efficient in their roles. However, some studies propose that gender has no significant effect on teachers' attitudes.

Educators with proper qualifications tend to be more effective in conveying their teaching objectives in the classroom, possessing excellent subject mastery and relevant teaching techniques. Moreover, teachers with more years of experience tend to have a more positive outlook towards inclusive schools and their students. Teachers who specialize in a particular area of teaching have a more substantial impact on learners' achievement of their learning outcomes compared to their counterparts who lack specialization in that particular area of learning.

Facilitators Qualification on the Achievement of Learners Outcome

Research has demonstrated that facilitators have a significant impact on learners' outcomes and play a crucial role in educational attainment. As the facilitator is responsible for translating objectives into action and principles during interactions with learners, their effectiveness is paramount (Afe, 2001). Qualified facilitators are those who produce desired results in the course of their duties (Uchenna, 2001), and both teaching and learning depend on them. It is therefore necessary to ensure that facilitators are equipped with relevant competencies, training, and seminars to manage emerging challenges encountered during the teaching and learning process and in society.

The Nigerian education system assesses the capabilities of teachers and facilitators based on their qualifications, years of experience, competence, and teaching proficiency. These qualities are demonstrated through their mastery of the subject matter, preparation and delivery of lessons, management of the classroom, communication skills, evaluation and assessment methods, and overall personality. Facilitators play a crucial role in the education process and are instrumental in the success of the entire program. The effectiveness of an educational program hinges on the competence, proficiency, dedication, and professional qualifications of its facilitators, which ultimately determines the level of learning achievement.

According to Ukpong (2010), being proficient as a basic literacy facilitator involves adequate preparation prior to class to prevent disinterest and disengagement from learning activities. Proficient facilitators possess extensive expertise and skill in their field, including comprehensive knowledge of the subject matter, effective teaching techniques, and strong communication abilities. They are able to create dynamic and interactive learning environments, deliver clear explanations, and provide valuable insights to learners. Ultimately, proficient facilitators possess the competence and capability to guide learners towards

achieving their desired goals. The proficient facilitator also aims to promote learning by fostering the engagement of learners. This is achieved by granting adult learners the freedom to exercise their sense of responsibility and maturity by enabling them to choose the instructional content, select leaders, and decide on the time, location, and duration of class meetings. Moreover, the proficient facilitator informs basic literacy learners about the vast advantages of acquiring literacy, which enhances their motivation and determination to overcome obstacles in their quest to obtain the literacy skills they aspire to possess.

Darling Hammond (2000) highlighted the significance of years of experience as a sub-variable in determining the professional quality of facilitators, which ultimately affects the academic performance of learners. With more years of experience, facilitators are able to master their facilitation skills and become experts in their field. This rich experience is a crucial factor in determining the quality of facilitators, which in turn promotes successful learning outcomes. Through years of experience, facilitators acquire the necessary pedagogical skills and teaching methodologies required to ensure effective learning outcomes. Learners' outcomes can be positively impacted by facilitators who possess strong

qualifications, including extensive knowledge in the subject matter, relevant experience, and effective teaching techniques. Skilled facilitators are capable of delivering clear explanations, responding to inquiries, and providing valuable insights that can enhance learners' comprehension and involvement. As a result, learners are more likely to achieve their learning objectives and attain better outcomes. According to Olutola's (1999) perspective, there exists a favorable correlation between the qualifications of facilitators and the academic success of learners in any educational environment. This suggests that the qualifications of facilitators have a positive influence on the outcomes achieved by learners. Facilitators possessing higher qualifications are better equipped to guide learners towards attaining their desired learning outcomes, as compared to those with lower qualifications.

Facilitators Experience on the Achievement of Learners Outcome

The impact of a facilitator's experience on the learning outcomes of students in educational institutions is of utmost importance. With a wealth of experience to draw upon, experienced facilitators are able to offer valuable insights and ideas during the teaching and learning process. Learners who are taught by experienced

facilitators tend to achieve better learning outcomes, as their facilitators possess a thorough understanding of the subject matter, as well as the pedagogical and managerial skills necessary to effectively address any challenges that may arise (Gibbons et al., 2007). This suggests that learners who are taught by experienced facilitators are more likely to achieve better learning outcomes than those taught by less experienced facilitators. Facilitators gain experience by attending in-service courses and seminars, which they do for various reasons such as salary increase, professional development, job security, and networking with other experienced colleagues. It is during the later stages of their in-service training that they acquire better understanding of content and methodology, and learn to formulate objectives for their own lessons as part of their program (Fullan, 2002).

Various researchers have recognized the significance of proficient facilitators. In addition, these researchers have expressed varying viewpoints regarding the correlation between teaching experience and students' academic achievements in educational institutions (Al-methen, 1983; Ijaiya, 2000; Akomolafe, 2001). Their discourse emphasized that experience improves teaching abilities and that learners benefit more from facilitators who have instructed them

consistently for a prolonged period of time (Ijaiya, 2000). As facilitators gain experience in the teaching and learning environment, their pedagogical skills and ability to manage their classroom improve. When these experiences are applied in the classroom, it enhances their capacity to deliver effective content to their learners. Additionally, Students who have been taught by the same teacher for an extended period tend to learn better, highlighting the importance of experience for facilitators. Its impact cannot be overstated.

Schuler (1984) categorized teachers into three levels of teaching experience (3-6 years; 7-10 years; and over 10 years) to explore potential differences in teaching strategies. His research revealed that experienced teachers displayed a more subject-oriented approach towards their teaching objectives, content, methods, and skills compared to those with only one year of experience. Consequently, Mullens (1993) posited that a teacher's level of subject matter mastery is a crucial factor in determining effective teaching and students' academic performance. However, facilitators' previous experience also informs their teaching theories as both learners and facilitators (Waiching 1994).

The facilitator plays a crucial role in determining the learners' outcomes. It is the facilitator's responsibility to impart knowledge and demonstrate how to apply it in solving exam questions. The success of the learners largely depends on the facilitator's ability to effectively convey the expected concepts. Fajonyomi (2007) highlights Ngada's (1982) assertion that the effectiveness of an educational initiative largely depends on the presence of proficient, skilled, and committed educators.

According to Seweje and Jegede (2005), a facilitator's teaching abilities do not solely stem from their academic qualifications but also from their exceptional pedagogical expertise acquired through practice. This suggests that having a strong academic background is not sufficient to make one a good facilitator. Other factors such as possessing proper pedagogical skills and accumulated experience are also essential. Facilitators who have a wealth of experience and the necessary pedagogical skills are better equipped to guide learners towards achieving their desired learning outcomes, as compared to those who lack experience and pedagogical skills.

Although facilitators' experience has been shown to be effective and efficient in improving learners' outcomes, various factors have been found to hinder the impact of facilitators experience on learners' outcomes, as indicated by several studies. Various factors have been identified as contributing to inadequate learning outcomes, such as a high teacher-student ratio, a shortage of competent teaching staff, inadequate educational leadership, political instability and the politicization of educational programs, automatic promotion, the age of learners, and insufficient physical facilities and equipment. Additionally, factors such as inadequate pedagogic skills and training, insufficient knowledge of subject matter, inadequate teaching delivery and instructional procedures and materials, poor teacher-student and colleague relationships, and negative facilitator attitudes and job satisfaction can all have an impact on the teaching experience and academic performance of learners (Akinwunmi & Odunsi, 2008; Ewetan, 2010).

According to Adeyemi's (2008) research, the number of years that teachers have been teaching has a notable effect on the academic achievements of students in secondary schools located in Ondo State, Nigeria. Investigations conducted in the same state have also demonstrated that the experience of teachers has a

considerable influence on the academic performance of students. Abuseyi (2001) conducted a study to investigate the impact of student and teacher-related factors on the academic performance of secondary school students in Chemistry within the Epe and Ibeju-Lekki Local Government Areas of Lagos State, Nigeria. The findings suggest that the effectiveness of teachers' teaching experiences can be gauged by the academic achievement of their students.

Summary of Literature Reviewed

Literature review embark on an exploration of the profound impact that facilitators' attitudes to work wield on the achievement of learner outcomes. It delves into the dynamics between facilitators' attitudes and the remarkable outcomes learners can attain under their guidance. By examining the qualifications of these facilitators, we uncover the immense significance of their expertise in shaping outcomes of learners. Furthermore, we venture into the demographic characteristics of facilitators, facilitators experiences, levels of training, and how the diverse backgrounds of facilitators can influence the ultimate achievement of learners' outcome. The review examines previous studies with the aim to identify

gaps in knowledge and establish the foundation for the current study. It serves as a valuable resource for understanding the current state of research in the field.

CHAPTER THREE

METHODOLOGY

This chapter aims to examine and describe in details the procedures and methods, employed by the researcher in data collection and analysis. Emphasis will be placed on 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

In this study descriptive survey was utilized to examine the influence of facilitators attitudes on the achievement of learners' outcome in adult literacy centers. This design involved collecting data through survey to gather information

about facilitator attitudes and their relationship to achievement learners. By utilizing a descriptive survey research design, we aimed to gain insights into the influence of facilitators attitude to work and the achievement of learners' outcome in adult literacy centers in Edo state: A case study of Egor local government area.

Population of the Study

The population of the study referred to the total number of people involved in the study. In this study, the focus is on adult literacy centers, each catering to male and female learners. The population of the study consisted of three thousand (3000) adult learners in these literacy centers.

Sample and Sampling Technique

For this study, a sample size of adult learners of one hundred and fifty (150) adult learners were used for the study. The process involved selection of twenty percent (20%) of the total population. Simple random sampling technique was employed to ensures that each adult learner in the population has an equal chance of being selected. This technique helped ensure the representativeness of the sample and increase the generalizability of the findings.

Table 1: Sample Distribution

%	NAME OF LITERACY CENTRES	SAMPLE SIZE
1	Pioneer Education Centre, Egor	30
2	Life Above Poverty Organization	30
3	Director of Food, Road and Rural Infrastructure	30
4	National Director of Employment	30
5	Better Life for Rural Women Programme	30
	Total	150

Research instrument

The questionnaire was used in this study of descriptive survey in collecting objective information from a large number of respondents within a short period of time and it was found to be an effective way of gathering reliable and valid information. The questionnaire used in this study consisted of two sections. Section A collected demographic information on the respondents, including age, gender and occupation. Section B of the questionnaire assessed the influence of the facilitator's attitude on the achievement of learner outcomes on four (4) research questions, using a Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strong Disagree (SD).

Validity of the Instrument

The face validity approach was utilized to establish the instrument's validity. The researcher's supervisor and other experts in the Adult and Non-Formal Education Department, Faculty of Education, University of Benin, Benin City, were provided with draft copies of the questionnaires to review. Their recommendations were taken into account and was determined which items included in the questionnaire.

Reliability of the Instrument

The test re-test procedure was utilized to assess the instrument's reliability. Initially, the instrument was distributed to twenty (20) respondents from the target population, and copies were given to each of them. After a week interval, the same group of respondents were asked to complete the instrument again. The responses were then collected and analyzed to determine the correlation index using the Pearson Product Statistical Formula where a reliability coefficient of 0.76 was obtained.

Method of Data Collection

The questionnaire was administered by the researcher to learners in specific adult learning centers located in Egor Local Government area of Edo State in Nigeria. The researcher followed a standardized procedure to ensure that the questionnaire was administered consistently across specific learning centers. The administration process was carried out in accordance with the research protocol. The completed questionnaires were then compiled and prepared for analysis.

Method of Data Analysis

The data was collected and analyzed using frequency count and simple percentage for the study. The research questions were answered using simple percentage:

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focused on the presentation of results from the analysis of data obtained and discussion of the findings.

Research Question 1: What attitude of facilitators exhibited towards work influence the achievement of learners' outcome?

Table 4.1: Attitude of Facilitators Exhibited to Work and Its Influence on Learners' Outcome

	Attitude of Learners	Agree	%	Disagree	%
1	Learners' success is greatly influenced by facilitators who experience job satisfaction.	128	85	22	15
2	Facilitators passion to work leads to positive outcome of learners.	146	97	4	3
3	Learners' success is positively impacted by facilitators who demonstrate emotional stability when faced with challenges and obstacles in their work.	134	89	16	11
4	Learners learn better when they are guided by facilitators who actively seek the support and cooperation of other staff members.	142	95	8	5
5	Facilitators who possess adequate managerial skill to work enhance learners' performance.	132	88	18	12

The data in Table 4.1 revealed the attitude facilitators exhibited to work and its influence on learners' outcome. It was discovered that majority, 85% of the respondents agree that learners' success is greatly influenced by facilitators who

experience job satisfaction, it greatly benefits learners, while the remaining 15% disagree, in item 2, 97% of the respondents agree that facilitators passion to work leads to positive outcome of learners, while the remaining 3% disagree. In item 3, 89% of the respondents agree that learners' success is positively impacted by facilitators who demonstrate emotional stability when faced with challenges and obstacles in their work, while the remaining 11% disagree. In item 4, 95% of the respondents agree that learners learn better when they are guided by facilitators who actively seek the support and cooperation of other staff members, while 15% of respondents disagreed. In item 5, it was also seen 88% of the respondents admitted that facilitators who possess adequate managerial skill to work enhance learners' performance, while the remaining 12% disagreed. It is therefore concluded that positive attitude exhibited towards work, influence the achievement of learners' outcome.

Research Question 2: What attitude of facilitators promote the achievement of learners' outcome?

Table 4.2: Attitude of Facilitators Promote the Achievement of Learners' Outcome

	Attitude of Facilitators	Agree	%	Disagree	%
6	Facilitators motivation towards learners create an environment conducive to learners' achievement.	120	80	30	20
7	Facilitators' good communication skill enhances learners productivity.	125	83	25	17
8	Facilitators who possess adequate subject master enhances learners overall achievement.	128	85	22	15
9	Facilitators ability to identify individual student learning needs have a significant impact on the achievement of learners outcome.	142	95	8	5
10	Facilitators who are able to effectively plan instructional experience produces desired learning outcomes in learners.	123	82	27	18

The data in Table 4.2 revealed the attitude of facilitators promote the achievement of learners' outcome. It was discovered that majority, 80% of the respondents agree that facilitators motivation towards learners create an environment conducive to learners' achievement, while the remaining 20% disagree, in item 7, 83% of the

respondents agree that facilitators' good communication skill enhances learner's productivity, while the remaining 17% disagreed. In item 8, 85% of the respondents agree that facilitators who possess adequate subject master enhances learner's overall achievement, while the remaining 15% disagree. In item 9, 95% of the respondents agree that facilitators ability to identify individual student learning needs have a significant impact on the achievement of learner's outcome, while the remaining 5% disagreed. In item 10, 82% of the respondents agree that facilitators who are able to effectively plan instructional experience produces desired learning outcomes in learners, while the remaining 18% disagreed. It is therefore concluded that positive attitude of facilitators promotes the achievement of learners' outcome.

Research Question 3: How does the facilitators qualification influence the achievement of learners' outcome?

Table 4.3: Facilitators Qualification Influence the Achievement of Learners' Outcome

	Facilitators Qualification Influence	Agree	%	Disagree	%
11	Facilitator qualifications are vital in achieving positive learning outcome.	142	95	8	5
12	Facilitators with higher qualifications demonstrate expertise in their subject matter.	132	88	18	12
13	Facilitators' qualifications contribute to their ability to effectively explain complex concepts and theories.	125	83	25	17
14	Facilitators with higher qualifications provide personalized support and guidance to meet individual learning needs.	128	85	22	15
15	Facilitators' qualifications impact the overall motivation and engagement of learners.	142	95	8	5

The data in Table 4.3 revealed the facilitators qualification influence the achievement of learners' outcome, 95% of the respondents agree that facilitator qualifications are vital in achieving positive learning outcome, while the remaining 5% disagree, in item 12, 88% of the respondents agree that facilitators with higher

qualifications demonstrate expertise in their subject matter, while the remaining 12% had a different opinion. In item 13 83% of the respondents agree that facilitators' qualifications contribute to their ability to effectively explain complex concepts and theories, while the remaining 17% disagree. In item 14, 85% of the respondents agree that facilitators with higher qualifications provide personalized support and guidance to meet individual learning needs, while the remaining 15% disagreed. In item 15, 95% of the respondents agree that facilitators' qualifications impact the overall motivation and engagement of learners, while the remaining 5% disagreed. It is therefore concluded that facilitators qualification influences the achievement of learners' outcome.

Research Question 4: How does the teaching experience of the facilitator influence the achievement of learners' outcome?

Table 4.4: Teaching Experience of Facilitator Influence the Achievement of Learners' Outcome

	Teaching Experience of Facilitator	Agree	%	Disagree	%
16	Facilitators with more teaching experience are better able to effectively convey complex concepts.	131	87	19	13
17	Facilitators with extensive teaching experience create a more engaging and interactive learning environment.	97	65	53	35
18	Facilitators' teaching experience positively impacts my motivation to actively participate in class.	122	81	28	19
19	In my experience, facilitators with more teaching experience are more responsive to individual student needs.	128	85	22	15
20	Facilitators' teaching experience contributes significantly to my overall learning and academic growth.	132	88	18	12

The data in Table 4.4 revealed the teaching experience of facilitators influence the achievement of learners' outcome. It was discovered that majority, 87% of the respondents agree that facilitators with more teaching experience are better able to

effectively convey complex concepts, while 13% of the respondents disagreed. In item 17, 65% of the respondents agree that facilitators with extensive teaching experience create a more engaging and interactive learning environment, while the remaining 35% had a different opinion. In item 18, 81% of the respondents agree that facilitators' teaching experience positively impacts my motivation to actively participate in class, while the remaining 19% disagree. In item 19, 85% of the respondents agree that in their experience, facilitators with more teaching experience are more responsive to individual student needs, while the remaining 15% disagreed. In item 20, 88% of the respondents agree that facilitators' teaching experience contributes significantly to my overall learning and academic growth, while the remaining 12% disagreed. It is therefore concluded that teaching experience of the facilitators influence the achievement of learners' outcome.

Discussion of Findings

Research question 1 findings from the study revealed the attitude exhibited to work and its influence on learners' outcome. The finding revealed that positive attitude exhibited by facilitators towards work influence the achievement of learners' outcome. This finding corroborates that of Adeyemo (2005), the attitude

of facilitators towards work has a significant impact on the teaching and learning of learners. This means that whether a facilitator's attitude is positive or negative, it will ultimately determine the outcome of the learners. Olaleye (2011) further explains that the facilitator's attitude towards work, including their subject mastery, communication skills, job satisfaction, and emotional stability, can affect the outcome of the learners. Competency, as described by Ifeanyieze & Olaitan (2009), is the ability to perform a task adequately. Adult education competencies are work traits and characteristics that facilitators need to be functional in adult education programmes.

Research question 2 on the attitude of facilitators that promote the achievement of learners' outcome, findings from the study revealed that positive attitude of facilitators promote the achievement of learners' outcome. This finding is in agreement with the finding of Olson and Hergenbahn (2016), emphasized the use of extrinsic reinforcement for teaching and learning situations. The aim is to encourage desirable behaviors through reinforcement. Immediate feedback on behavior can be provided to learners through operant conditioning. When positive attitudes are rewarded by the facilitator, other learners are likely to imitate the

behavior to receive the reward. Additionally, the rewarded learner is more likely to repeat the behavior due to the positive outcome. Negative classroom attitudes can also be curtailed through immediate feedback. Simple punishment or withholding of praise can serve as operant conditioning in education. When the facilitator punishes negative attitudes, other learners will want to avoid the punishment, resulting in minimal chances of exhibiting the same attitude. Similarly, the punished learner will be less likely to repeat the behavior. According to Renner (2018), incorporating operant conditioning into classroom management can serve as a reliable strategy.

Research question 3 on the facilitators qualification influence the achievement of learners' outcome, findings from the study revealed that facilitators qualification influences the achievement of learners' outcome. The findings were consistent with findings of Ukpong (2010), being proficient as a basic literacy facilitator involves adequate preparation prior to class to prevent disinterest and disengagement from learning activities. Proficient facilitators possess extensive expertise and skill in their field, including comprehensive knowledge of the subject matter, effective teaching techniques, and strong communication abilities. They are

able to create dynamic and interactive learning environments, deliver clear explanations, and provide valuable insights to learners. Ultimately, proficient facilitators possess the competence and capability to guide learners towards achieving their desired goals. The proficient facilitator also aims to promote learning by fostering the engagement of learners. This is achieved by granting adult learners the freedom to exercise their sense of responsibility and maturity by enabling them to choose the instructional content, select leaders, and decide on the time, location, and duration of class meetings. Moreover, the proficient facilitator informs basic literacy learners about the vast advantages of acquiring literacy, which enhances their motivation and determination to overcome obstacles in their quest to obtain the literacy skills they aspire to possess.

Furthermore, research question 4 on the teaching experience of facilitators influence the achievement of learners' outcome, findings from the study revealed that teaching experience of the facilitators influence the achievement of learner's outcome. This finding is in agreement with the finding of Adeyemi's (2008) research, the number of years that teachers have been teaching has a notable effect on the academic achievements of students in secondary schools. Seweje and

Jegade (2005), a facilitator's teaching abilities do not solely stem from their academic qualifications but also from their exceptional pedagogical expertise acquired through practice. This suggests that having a strong academic background is not sufficient to make one a good facilitator. Other factors such as possessing proper pedagogical skills and accumulated experience are also essential. Facilitators who have a wealth of experience and the necessary pedagogical skills are better equipped to guide learners towards achieving their desired learning outcomes, as compared to those who lack experience and pedagogical skills.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study alongside the conclusion drawn from the analysis of data collected and results obtained in the course of the study. The recommendations offered based on the findings of the study are also highlighted.

Summary

This study was conducted to assess the influence of facilitators attitude on the achievement of learners' outcome in Egor Local Government Area of Edo State. Four (4) research question were raised in the study, they include, what attitude of facilitator exhibited towards work influence the achievement of learners' outcome? What attitude of facilitators promotes the achievement of learners' outcome? How does facilitators qualification influence the achievement of learners' outcome? How does the teaching experience of facilitators influence the achievement of learners' outcome?

Related literature were reviewed to gather information and the view of great scholars on the variables under the study. The study made use of the descriptive

survey research design. The population of the study consist of selected literacy centres in Egor Local Government Area of Edo State. Using a simple random sampling technique, one hundred and fifty (150) respondents. The instrument for data collection is a close-ended questionnaire. The researcher's supervisor was part of the validation team. The test re- test reliability method was used to determine the reliability of the instrument and the process yielded an index of 0.76. Data obtained from the study were Analyzed using simple percentage and frequency count.

Findings

Findings from the study revealed that:

- The positive attitude exhibited by facilitators towards work influence the achievement of learners' outcome.
- The positive attitude of facilitators promotes the achievement of learners' outcome.
- Facilitators qualification influences the achievement of learners' outcome.
- The teaching experience of the facilitators influence the achievement of learners' outcome.

Conclusions

Based on the findings from the study, it is concluded that facilitators attitude greatly influences the achievement of learners' outcome. Facilitators who display positive attitude towards learners in the classroom motivates learners to exert more effort to learn, create a positive environment to stimulate learning. Communicate with learners effectively to achieve the desired overall learning outcome.

Recommendations

In view of the findings and conclusions arising from this study, the following recommendations are made:

- To ensure learners' success, adult education planners and administrators must take appropriate measures to address facilitators' attitudes towards work. This includes ensuring timely payment of salaries, increasing facilitators' salaries, and creating a positive and conducive work environment to motivate and engage facilitators.
- The attitude of facilitators in promoting the achievement of learners' outcome should be a paramount interest to both government and adult education planners to enhance quality outcome of learners.

- Furthermore, facilitators' educational qualifications have a significant impact on learners' outcomes, and adult education planners and administrators should prioritize providing seminars and symposiums to keep facilitators informed of the latest trends.
- Finally, the study highlights the importance of teaching experience in achieving learners' outcomes. Therefore, adult education learners should seek out facilitators with extensive teaching experience, as those who are well-trained tend to yield better results than those who are less experienced.

REFERENCES

- Abudu, K. A., & Gbadamosi, M. R. (2014). Relationship between teacher's attitude and student's academic achievement in senior secondary school chemistry. A case study of Ijebu-Ode and Odogbolu Local Government Area of Ogun state. *Wudpecker Journal of Educational Research*, 3(3), 35-43.
- Abuseji, F.A. (2001). Students and teacher related variables as determinants of secondary school Students academic achievement in chemistry. *Journal Pendidikan*, 32, 3-18.
- Adeyemi, B. (2008). Teacher Related Factors as Correlates of Pupils Achievement in Social Studies in South West Nigeria. *Electronic J. Res. Educ. Psych.* 8(1):313-332.
- Adeyemi, D.A. (2005). Parental involvement interest in schooling and school environment as predictors of Academic self- efficacy among Fresh Secondary School Student in Oyo State, Nigeria. *Electronic Journal of Research in Educational Psychology*, 5 (3), 163-180.
- Afe, J. O. (2001) Reflections on becoming a Teacher and Challenges of Teacher Education Inaugural Lecture Series 64. Benin City: University of Benin, Nigeria.
- Akinwumi, A. & Odunsi A (2008) "Raising the standard of performance in public examination" Paper Presented at the WAEC Symposium held at the University of Ibadan, Nigeria 24th April, 1-3.
- Akomolafe, A.B.D. (2001). The relationship between some school factors and students' performance in chemistry in the Gongola State of Nigeria. Unpublished PhD Thesis, University of Hull, United Kingdom. 86-88.
- Al-Methen A.E. (1983) "Teacher Performance Characteristics and Pupils' Outcomes Within Science Classrooms in Kuwaiti High Schools." Unpublished Ph.D Thesis, University of Hull, United Kingdom, 129145, 179-200.

- Ataunal, A. (2003). Nicin ve nasıl bir öğretmen? (Why and what kind of a teacher?). Ankara: Milli Eğitim Vakfı Yayınları.
- Avramidis, E., Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: a review of the literature. *European Journal of Special Needs Education*, 17(2), 129-147.
- Bakare, T.V. (2011). The adult educator in Nigeria: born or made? *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* (3): 186-191.
- Bala Jimoh Ogu, Osagie Alice Osaru & Yakubu John Yahaya. (2019). Competence improvement needs of facilitators for enhancing adult education programme in Edo state, Nigeria. *British Journal of Education* 7(7), 1-16. ISSN: ISSN 2054-636X
- Bankole, A. (2010). Organization and management of continuing education centres in Nigeria. In S. Jegede (eds). *Adult education series 1*, 214-223. Lagos. Editex publishers Ltd
- Cherry, Kendra (2020). What Is Operant Conditioning and How Does It Work? How Reinforcement and Punishment Modify Behavior. Verywell Mind. <https://www.verywellmind.com/operant-conditioning-a2-2794863> Retrieved April 14, 2022.
- Cherry, Kendra (2022). What Is Classical Conditioning? How It Works, Terms to Know, and Examples. Verywell Mind. <https://www.verywellmind.com/classical-conditioning-2794859> Retrieved April 14, 2022.
- Dapudong, R. C. (2013). Knowledge and attitude towards inclusive education of children with learning disabilities: The case of Thai primary school teachers. *Academic Research International*, 4(4), 496-512. Retrieved from [http://www.savap.org.pk/journals/ARInt./Vol.4\(4\)/2013\(4.4-53\).pdf](http://www.savap.org.pk/journals/ARInt./Vol.4(4)/2013(4.4-53).pdf)

- Darling-Hammond, L. (2000). Teacher quality and students' achievement. *Education Policy Analysis Archives*. 10, (36), 16-38.
- de Boer A., Pijl, S. J., & Minnaert, A. (2011). Regular primary school teachers' attitudes towards inclusive education: A review of the literature. *International Journal of Inclusive Education*, 15(3), 331-353.
- Dimiyati., & Mudjiono. (2006). *Belajar dan Pembelajaran*. Jakarta: PT Rineka Cipta.
- Dukmak, S. J. (2013). Regular classroom teachers' attitudes towards including students with disabilities in the regular classroom in the United Arab Emirates. *The Journal of Human Resource and adult Learning*, 9(1), 26-39.
- Eagly, A.H & Chaiken, S. (1993). *The psychology of attitudes*. Fort Worth, TX: Harcourt Brace Jovanovich. This volume provides a comprehensive review of all aspects of research on the psychology of attitudes.
- Ehsaan, F., Khan, M. & Gulzar, S. (2018). Factors influencing the teacher's attitude and concern towards inclusive education of special education. Paper presented at the International Conference on Research in Special Education, at the University of Punjab, Lahore, Pakistan in April 2018. Retrieved from <https://www.researchgate.net/publication/325857779>
- Ellins, J. & Porter, J. (2005). Departmental differences in attitudes to special educational needs in the secondary school. *British Journal of special Education*, 32(4), 188-195.
- Enose M. W. Simatwa (2010). Piaget's theory of intellectual development and its implication for instructional management at pre-secondary school level. *Educational Research and Reviews* 5(7), 366-371. Available online at <http://www.academicjournals.org/ERR2>
- Hertherington, E.M and Parke, R.D (1975) *child Psychology: A contemporary viewpoint*. New York: MCGraw Hill

- Ewetan, M (2010) “Trained and untrained secondary school teachers: Is there a difference in classroom performance?” *Educational Research*.39 (2); 82.
- Fajonyomi, E.M. (2007) “Reflecting on reflections: A case study of experienced and inexperienced ESL teachers” *System* 22 (1); Pergamon Elsevier Science Ltd. 93.
- Fakolade, O. A., Adeniyi, S. O., & Tella, A. (2009). Attitude of teachers towards the inclusion of special needs children in general education classroom: The case of teachers in some selected schools in Nigeria. *International Electronic Journal of Elementary Education*, 1(3), 155-169.
- Fullan, M. G. (2002). *Successful School Improvement: The Implementation Perspective and Beyond*. Buckingham. Open University Press, 1992.
- Gibbons S, Kimmel, H and and O'Shea, M. (2007). Changing Teacher behavior through Staff Development: Implementing the Teaching and Content Standards in Secondary School Science and Mathematics; 976(1): 302-340.
- Gilbert, T. F. (2012). *Human competencies engineering worthy performance*: New York McGraw-Hill.
- Obidiegwu, U. C. (2013). Objectives of adult education: In W. E. Obiozor, W. & U. J. Obidiegwu (eds), *Globalization of adult education: theories and strategies for instructors*. Awka. One street Consulting Limited.
- Grahita Kusumastuti et al. (2019). Teachers’ Attitude towards the Learning Achievement of Students with Learning Disabilities in Inclusive Schools. *Journal of ICSAR*; 3(1), January 32-36
- Ifeanyieze, F. O., & Olaitan, S. O. (2009). Competency improvement needs of supervisors of teachers of agriculture in secondary schools in South Eastern Nigeria. *International Journal of Arts & Technology Education*. 8 (1) “175 – 189”

- Ijaiya, N.Y. (2000). "Failing schools' and national development: Time for reappraisal of school effectiveness in Nigeria" *Niger. J. Educ. Res.Eval.* (2): 2; 42.
- Lazarus, K.U. (2020). Teachers' Demographic Factors and Attitudes Towards Education of Students with Learning Disabilities in Regular Classrooms in Ibadan, Nigeria. *Indonesian Journal of Disability Studies (IJDS)*. 7(2): 194-206.
- Lika, R. (2016). Teacher's attitude towards inclusion of students with disabilities in regular schools. CBU International Conference on Innovations in Science and Education, Prague, Czech Republic. Retrieved from www.journals.cz
- Millacci, Tiffany Sauber (2021). Classical Conditioning Learning Theory: 4 Classroom Examples. <https://positivpsychology.com/classical-conditioning-classroom-examples/> Retrieved June 3, 2022.
- Mullens, J. E (1993) "The relationship between teacher qualifications and students' learning: A study of standard one classrooms in Belize, Central America" Unpublished EDD Thesis, Harvard University USA. Dissertation Abstracts on CD Rom. Order No AAC 9326318.
- Murtala, A.Y., & Bala, Z. (2015). Exploring experiential learning in improving the quality of training of Nigerian adult educators in the 21st century, *Journal of Nigerian National Council for Adult Education* 20(1).
- Nafukho, F. M., Wawire, N. N., & Lam, P. M. (2011). Perspectives on adult learning management of adult education organizations in Africa. Hamburg, Unescoinstitute for education.
- National Adult Literacy Agency. (2008). Getting Started in Adult Literacy and Numeracy: A tutor training resource pack. Lower Gardiner Street, Dublin Ireland.

- Novembli, M. S., Marlina, M., & Martias, M. (2015). Layanan Proses Pembelajaran pada Anak Berkesulitan Belajar. *Jurnal Penelitian Pendidikan Khusus*, 4(1), 1–14.
- Offor, D. I. & Akinlosotu, N. T. (2017). Teachers’ attitude towards special need students in secondary schools in North Senatorial District of Edo State, Nigeria. *Journal of Education and Practice*, 8(4), 6-12.
- Ojelade, I.A. & Aregbesola, B.G. (2018). Teachers experience and students academic performance in secondary schools chemistry final examination in Ido local government area of Ibadan, Nigeria. *A Journal of Contemporary Educational Research*. 1(3), 36--45
- Olaleye, F. O. (2011) Teachers Attitude to Work as Predictor of Academic Performance of Secondary Schools in Osun State, Nigeria. *European Journal of Educational Studies* 3(3), 505- 511
- Olawale S.O et al (2022). Facilitators' professional quality as predictor of adult learning achievement in basic literacy programme in Benin metropolitan, Edo state. *African Journal of Educational Management, Teaching and Entrepreneurship Studies* 5(1), January – April, 119 -138
- Olson, Mathew H. and Hergenhahn, B. R. (2016). An Introduction to Theories of Learning. (9th ed). Prentice Hall: New Jersey
- Olutola, S.A. (1999). Teacher Quality and Internal Efficiency. Unpublished PhD Thesis, University of Ibadan
- Pai Sangha. (2020). Piaget’s theory of cognitive development: a review. *Indian Journal of Mental Health*, 7(2); 90- 96
- Piaget, J. (1962): Play, Dreams and Imagination in Childhood, New York, W. W. Boston and Company Ltd.
- Piaget, J. (1963): The Origin of Intelligence in Children, New York, W. W. Boston & Company Ltd.

- Renner, Rebecca (2018). How to Use Operant Conditioning in the Classroom <https://classroom.synonym.com/use-operant-conditioning-classroom-7860675.html>. Retrieved April 14, 2022.
- Schuler G W. (1984) “The effect of teaching experience on teachers’ perceptions of their teacher preparation programs.” Unpublished EDD Thesis, Temple University USA Dissertation Abstracts on CD Rom Order NO AAC 8410161.
- Seweje, S.F. & Jegede S.A. (2005) “Purposes and problems of recess in Nigerian secondary schools chemistry” *UNAD J. Educ.* 2(1) October, 4–8.
- Sharma, U., & Chow, E. (2008). The attitudes of Hong Kong Primary school principals toward integrated Education. *Asia Pacific Education Review*, 9(3), 380-391. Retrieved from: <http://files.eric.ed.gov/fulltext/EJ835209.pdf>
- Sugihartono. (2007). Psikologi Pendidikan. Yogyakarta: UNY Press.
- Susandi, N. K. A., & Khaerudin, T. (2015). Toward Teachers, Motivation and Learning Achievement: the Case of Indonesian Efl Students. *Linguistika: Buletin Ilmiah Program Magister Linguistik Universitas Udayana*, 22, 76–93.
- Thaver, T., Lim, L., & Liau, A. (2014). Teacher variables as predictors of Singaporean pre-service teachers’ attitudes toward inclusive education. *European Journal of Research on Social Studies*, 1, 1-8. Retrieved from: <http://iassr.org/rs/E010101.pdf>
- Thompson-Bramwell, B. & Mauzard, N. (2022). The Use of Conditioning in Behavior Modification. *East African Journal of Education and Social Sciences* 3(3), 107-113. Doi: <https://dx.doi.org/10.4314/eajess.v3i3.184>
- Uchenna, M.C. (2001). A Study of Clinical Supervision and Teachers Effectiveness in Umuahia and Abia Educational Comos of Abia State. M.Ed Dissertation, Unpublished, Port Harcourt: University of Port Harcourt, Nigeria.

- Ukpong, E.M. (2010). *The Psychology of Adult Learning*. Port Harcourt: Double Diamond Publishers.
- Ulug, M., Ozden, M. S., & Eryilmaz, A. (2011). The effects of teachers' attitudes on students' personality and performance. *Procedia-Social and Behavioral Sciences*, 30, 738-742.
- Vaz, S., Wilson, N., Falkmer, M., Sim, A., Scott, M. & Cordier, R. et al. (2015). Factors associated with primary school teachers' attitudes towards the inclusion of students with disabilities. *PLoS ONE* 10(8), e0137002
- Waiching, E. M. (1994) "Reflecting on reflections: A case study of experienced and inexperienced ESL teachers" *System* 22 (1) Pergamon Elsevier Science Ltd. 93.
- Weibell, C. J. (2011). *Principles of Learning: 7 Principles to Guide Personalized, Student Centered Learning in the Technology Enhanced, Blended Learning Environment* <https://principlesoflearning.wordpress.com/dissertation/chapter-3-literature-review-2/the-behavioral-perspective/contiguous-conditioning-edwin-r-guthrie-1930/> Retrieved June 3, 2022.
- Weitrich, H., Cannice, M.V., & Koontz, H. (2008). *Management: A global perspective*. New Delhi. Tata McGraw Hill Publishing Company Ltd.
- Yavuzer, H. (2000). *Okul cagi cocugu (School age child)*. Istanbul: Remzi

APPENDIX

QUESTIONNAIRE

**DEPARTMENT OF ADULT EDUCATION
FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY**

**QUESTIONNAIRE ON THE INFLUENCE OF FACILITATORS ATTITUDE
ON THE ACHIEVEMENT OF LEARNERS OUTCOME IN EGOR LOCAL
GOVERNMENT AREA OF EDO STATE**

Dear Respondent,

I am a final year student of the above named institution and I am carrying out a research work on: “influence of facilitators attitude on the achievement of learners’ outcome in Egor Local Government Area of Edo State.” I kindly request that you provide me with the following information to enable me carry out this study. The information provided here is strictly for the purpose of academic research and will be treated with utmost confidentiality. Hence you need not to write your name.

Osakue Rebecca Efosa
Researcher

SECTION A: DEMOGRAPHIC (To be filled by students)

Instruction: Fill the blank space

Name of School: _____

Age Range: 18-25 []; 26-35 []; 36-45 []; 46-55 []; 55 and above []

Gender: Male []; Female []

Occupation: Trader []; Farmer []; Civil Servant []; Others

Section B

Key: SA-Strongly Agree

A -Agree

D - Disagree

SD - Strongly Disagree

Instruction: Please kindly indicate by ticking appropriate place using (√)

S/N	Items	SA	A	D	SD
A	What Attitude of Facilitators Exhibited towards Work Influence the Achievement of Learners' Outcome?				
1.	Learners' success is greatly influenced by facilitators who experience job satisfaction.				
2.	Facilitators passion to work leads to positive outcome of learners.				
3.	Learners' success is positively impacted by facilitators who demonstrate emotional stability when faced with challenges and obstacles in their work.				
4	Learners learn better when they are guided by				

	facilitators who actively seek the support and cooperation of other staff members.				
5	Facilitators who are who possess adequate managerial skill to work enhance learners' performance.				
B	What Attitude of Facilitators Promote the Achievement of Learners' Outcome?				
6	Facilitators motivation towards learners create an environment conducive to learners' achievement.				
7	Facilitators' good communication skill enhances learners productivity.				
8	Facilitators who posses adequate subject master enhances learners overall achievement.				
9	Facilitators ability to identify individual student learning needs have a significant impact on the achievement of learners outcome.				
10	Facilitators who are able to effectively plan instructional experience produces desired learning outcomes in learners.				
C	How does the Facilitators Qualification Influence the Achievement of Learners' Outcome?				
11	Facilitator qualifications are vital in achieving positive learning outcome.				

12	Facilitators with higher qualifications demonstrate expertise in their subject matter.				
13	Facilitators' qualifications contribute to their ability to effectively explain complex concepts and theories.				
14	Facilitators with higher qualifications provide personalized support and guidance to meet individual learning needs.				
15	Facilitators' qualifications impact the overall motivation and engagement of learners.				
D	How does the teaching experience of the facilitator influence the achievement of learner's outcome?				
16	Facilitators with more teaching experience are better able to effectively convey complex concepts.				
17	Facilitators with extensive teaching experience create a more engaging and interactive learning environment.				
18	Facilitators' teaching experience positively impacts my motivation to actively participate in class.				
19	In my experience, facilitators with more teaching experience are more responsive to individual student needs.				
20	Facilitators' teaching experience contributes significantly to my overall learning and academic growth.				