

FACILITATORS' WORKPLACE BEHAVIOUR INFLUENCING ADULT LEARNING AND PARTICIPATION FOR SUSTAINABLE DEVELOPMENT OF LITERACY CENTRES IN DELTA STATE

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Abstract

The incessant poor enrolment, high dropout rate coupled with low participation of adult learners in the literacy centres, which has continued to raise a lot of concerns towards facilitators' workplace behaviour, was the main reason for this present study. The objective of this study aimed at ascertaining facilitators' workplace behaviour influencing adult learning and participation for sustainable development of literacy centres in Delta State. Two research questions guided the study. The descriptive survey research design was employed in the study. Population for the study comprised 962 adult learners from 66 adult literacy centres in Delta State. The sample size for the study constituted 481 adult learners drawn out from 33 adult literacy centres in Delta State selected at 50% using the proportionate stratified random sampling technique. A 42-item researcher self-developed questionnaire titled "Facilitators' Workplace Behaviour Influencing Adult Learning and Participation Questionnaire (FWBIALPQ)", was used for data collection. Both validity and reliability of the research instrument were established. Data were analyzed using mean and standard deviation statistics. Findings of this study revealed among others that many of the facilitators' workplace behaviour investigated, had a high positive influence on adult learning and participation in literacy centres. It was recommended among others that the Delta State Government in collaboration with the Agency for Mass Literacy, Adult and Non-Formal Education should constantly organize capacity development and training programmes to improve facilitators' workplace behaviour which has high positive influence on adult learning and learners' active participation in Delta State.

Keywords: *Facilitators, Workplace, Behaviour, Adult, Learning, Participation, Sustainable, Development*

Introduction

The facilitators in adult literacy centres and programmes are also professional instructors or educators (equivalent as teachers in the formal school setting) who seem to have acquired knowledge, skills and experiences in andragogy methods, principles and practices for improvement of adult learning and participation in the literacy centres. Besides, andragogy is a way of facilitating and teaching adult learners which is different from pedagogy (a way of teaching children). A facilitator is simply an expert in andragogical principles, theories and practices who administers the teaching-learning activities with the primary aim of assisting adults to learn in order to attain their desired learning goals. For Bens (2012), a facilitator is someone who engages in the activity of facilitation. Such a person in any literacy centre could be a male or female who helps a group of adult learners to understand their common objectives and assist them to plan how to achieve these objectives; in doing so, the facilitator remains "neutral", which means that he/she does not take a particular position in the discussion. Bens further described a facilitator as an individual who enables groups and organizations to work more effectively to collaborate and achieve synergy. Facilitators therefore, are one of the most important human elements in the literacy centres and adult education programmes that usually stands at the forefront of adult learners learning. They are responsible for implementation of the adult education policies at the classroom level in order to attain the goals and objectives of adult education. The goals and objectives of adult education which has been stated in the National Policy on Education (NPE) by the Federal Republic of Nigeria (FRN, 2014) cannot be actualized without facilitators adequate efforts, commitments and contributions which can be visible through their workplace behaviour. In fact, the facilitator is duty-bound to ensure and constantly promote effective adult learning and active participation in the literacy centres. The literacy centres as described within the context of this present study are conducive and

comfortable academic environments which can take place in an educational institution or training centre provided to facilitate adult learning. According to Ezudike and Obiozor (2022), literacy centres are therefore, learning centres or environment which provide classes for working adults who are looking to pursue continuing education options primarily at night or on weekends. The Educalingo (2020) described an adult literacy centre as a place whereby adults engage in systematic and sustained learning activities in order to gain new forms of knowledge, skills, attitudes, or values. It is *a place where classes are held for adults*. Adult literacy education can take place through "extension" school or "school of continuing education". Other learning places include community colleges and folk high development, which are often associated with professional development.

Adult literacy centre has also been referred to as schools, colleges and universities, libraries, and lifelong learning centers which facilitates adult learning. The practice may also include andragogy learning to distinguish it from pedagogy learning (Educalingo, 2020). Adult learning can be described as by Pathania (2019) is the entire range of formal, non-formal and informal learning activities undertaken by adults and out of school youth, which result in the acquisition of new knowledge, skills and attitude. Adult learning which is distinct from child education, is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It focuses more on the self-directed learning process. It is defined as the practice of teaching and educating adults. The IGI Global Partnerships (2021) provided several definitions of adult learning. To them, adult learning is the practice of teaching and educating adults. It is also the process of gaining knowledge and expertise that is unique to adults; theory and study of how adults learn, and is also known as andragogy. It is equally a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to

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take responsibility for their learning, and that the learning itself should respond to their needs. Adult learning refers to the education and training of matured learners through the provision of adult literacy programmes. Hundessa (2011) opined that adult learning likewise educating the adult learners increase and improve their productive capacity and brings about attitudinal changes which facilitates development of the society, national economy and well-being of individuals and households of half segments of the society. As a result, giving adult learners sound education through their active learning and participation at the literacy centres, is not only their right, but also likely to have significant social and economic benefits for the country's sustainable development. Full and complete development of any country requires maximum participation of adult learners in their learning programmes as they are the easier educators of children. Adults as observed by the Right to Education Initiative (2021) engage in learning for quite a number of reasons which include to: replace missed or neglected primary and/or secondary education; develop basic education skills, such as literacy and numeracy; develop new vocational skills and expertise to adapt to changing labour market conditions or to change career, or for continued professional development; continue learning for personal development and leisure; and participate fully in social life and in democratic processes. The benefits of adult learning however, as deduced from the above statements, involves: helping an individual to become instrumental in the enjoyment of other human rights, for instance, the rights to work, health, and to take part in cultural life and in the conduct of public affairs; empowering economically and socially marginalized adults to understand, question and transform through critical awareness the sources of their marginalization, including lifting themselves out of poverty; building the skills and knowledge necessary to participate in society; and facilitating active citizenship. Facilitators hence, promote adult learning in several ways through motivation and counselling of adult learners in order to promote high and active participation in

learning, providing effective teaching and learning delivery in the literacy centres, monitoring of adult learners' progress, supervision of adult learner work, evaluation of adult learners learning, among others, which leads to economic progress in the society. According to Nzeneri (2010), the responsibilities and functions of facilitators towards adult learning and participation in the literacy centres are as follows: inspiring learners desire to learn, identifying different areas of learners' needs and interest, identifying individual differences among learners, exhibiting tolerance, understanding and patience in his teaching transactions, and be a good evaluator in order to determine programme effectiveness and learners' performance.

Through effective facilitation of adult learning, this would lead to positive outcome of promoting active participation from the adult learners. Aluvisia (2016) refers to adult learners as matured individuals, men and women, who participate in a learning situation that will bring about changes and sustainable development in their society. Nzeneri (2010) described an adult learner as anyone who has reached the age of 18yrs and who consciously or unconsciously, formally, informally or non-formally actively engages and participates him or herself in any adult educational programme (s) with an intent to solve life problems. Nzeneri further noted that, adult learners may constitute individuals or persons who are desirous to improve themselves and their social, economic, political, intellectual or the cultural well-being of their society. Adult learners are people who engage themselves in one form of adult education programme or the other in order to improve their productivity, profession, knowledge or skills which can be achieved through their active participation in adult learning programmes. Participation on the other hand can be described as generally involving sharing or taking part in something. Applied to adult education, participation means active enrolment and involvement in an adult education programme or class (Avoseh cited in Ezudike, & Obiozor, 2022). Melese cited in Ezudike and Obiozor (2022) stated that participation is genuine involvement of the people in problem identification,

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participatory planning and implementation. Ezudike and Obiozor (2022) further pointed out that participation is not only crucial, but critical because people know their own problems, better than outsiders. Participation or lack of it is what makes the adult learner need more effort to be empowered through literacy programmes which are designed for them at the literacy centres. When the adult learners actively participate in adult learning, this would lead to actualization of sustainable development for both the literacy programmes and their environments.

Sustainable development can be viewed as a development that meets the needs of the present generations without compromising the ability of future generations to meet their own needs (Rabie, 2016). Needham cited in Rabie (2016) goes beyond this definition to say, sustainable development is the ability to meet the needs of the present while contributing to [meeting] the future generations' needs. Therefore, sustainable development could be defined as a pattern of economic growth in which resource use aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come. Being that adult learning for sustainable development of both the adult literacy centres and Nigerian society including Delta State lies upon the hands of facilitators; it is however, important that facilitators consistently and continually exhibit positive or good workplace behaviour in order to achieve this process. Elements of sustainable development therefore, is found within the socio-economic, political, educational and environmental realms. For sustainable development to be achieved, it is crucial to harmonize three of its core elements of: economic growth, social inclusion and environmental protection. These elements are interconnected and all are crucial for the well-being of individuals and societies (Wibisana, 2014).

All social, economic, cultural, political, psychological, religious and environmental problems can be resolved through the acquisition of literacy. An educated populace therefore, is more

likely to enjoy higher agricultural productivity, longer life expectancies, lower infant mortality rates and greater political stability (Olojede & Oladitan, 2013). Adult learners' active participation in adult literacy programmes enables them to acquire the essential knowledge and skills which enable him/her to engage in all those activities in which literacy is required for effective functioning in his/her group or community and his/her attainment in reading, writing and arithmetic, making it possible for him/her to continue to use these skills towards his/her own and the community's development (Papen cited in Hundessa, 2011). For sustainable development leading to a progressive life of the literacy centres together with the Nigerian society and Delta State inclusive, facilitators must be active to render effective service delivery that will lead to influencing positively effective adult learning and active participation by exhibiting good workplace behaviour. Aluvisia (2016) opined that the decision for the adult learners to actively participate in any adult learning and programme is highly dependent on factors which include the facilitators' workplace behaviour. This means that facilitators workplace behaviour seem to influence adult learning and active participation in literacy centres for sustainable development in both the literacy centres and Nigerian society.

Facilitators' Workplace Behaviour (FWB) as described in this present study are positive or negative behaviours and attitudes in which facilitators exhibit and express to impact positively or negatively on adult learning and participation in the literacy centres. According to the Indeed Editorial Team (2022a), workplace behaviour is how a person behaves at their work and with their colleagues. It is more formal and is at different levels depending on the profession. Simhon (2023) and PeopleHum Technology (2023) described workplace behaviour as that which an employee possesses in the workplace and more formal than other sorts of human behaviour. This varies by profession, with some being significantly more casual than others. It can be referred to as the tasks employees do on the job and also the ways they act at work. Workplace

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behaviour thus, refers to the actions, conduct, and performance of individuals within a work environment. It encompasses the observable behaviours and actions displayed by employees as they carry out their job responsibilities and interact with colleagues, supervisors, and customers (Qandle, 2023). This may vary from organization to organization. For example, a marketing campaign manager may have more leeway than a lawyer at their workplace, as lawyers have stronger restrictions when it comes to their attire and interactions with their clients. People tend to be more careful at work and among colleagues than they are outside and with friends, as certain actions may be perceived as inappropriate. Workplace behaviour further encompasses how a person communicates at the workplace with their colleagues. Both verbal and non-verbal communication portrays how you feel about your work and team. As a good attitude can lead to positivity in the workplace, a productive team, and better performance, organizations need to focus more on employee behaviour. A positive behaviour at work from employees like the facilitators lead to higher productivity and performance by the team and the individual. People who behave more professionally and efficiently at work often eventually become irreplaceable employees (Indeed Editorial Team, 2022a).

Good workplace behaviour from facilitators is of great importance because it promotes collaboration not only among colleagues but the adult learners as well; and elevates the literacy centres or adult education programmes status. It builds up teammates which encourages facilitators high morale. It promotes facilitators high productivity and aids their retention including those of the adult learners in the literacy centre. It also helps the public to understand the centres reputation for their growth and development (Indeed Editorial Team, 2022a). For Qandle (2023), effective facilitators workplace behaviour contributes to a positive work culture, employee engagement, productivity, encourages socialization, and organizational success and sustainability. It goes beyond technical competencies and encompasses the interpersonal

skills, attitudes, and attributes that support effective job performance and collaboration within the workplace. Employers often consider workplace behaviour when evaluating employee performance, providing feedback, and making decisions related to promotions, recognition, and career advancement. Simhon (2023) says that workplace behaviour can impact several things in the organization whereby, it influences the quality of work. Workers who display positive work behaviours may be putting more effort into their work. This will improve performance. Workplace behaviour affects your bottom line. When workers go above and beyond and display positive behaviours such as leadership they can be more productive and get more done. This can improve your revenues and profits. Work behaviour can impact employee morale. Negative work behaviours such as gossiping or disruptions create stress for workers. When workers show good organizational citizenship and are friendly and welcoming, it creates a better place to work. It can protect you from lawsuits. Taking a stance against bullying, harassment, and other negative behaviors may reduce your risk of a lawsuit. It can improve your brand. Customers appreciate workers with great attitudes and work performance. It creates a better experience for your clients. Workplace behaviour can impact your ability to attract and retain talent. Positive work behaviors make your organization a great place to work. A culture of excellent performance and willingness to lend a hand can help you hold onto workers. Thus, negative workplace behaviour may include unwanted behaviors, such as: gossiping, oversharing, rudeness, lack of productivity, passive-aggressive behaviours, disruptive behaviours, inappropriate dress, inappropriate clothing, discriminatory harassment, sexual harassment, becoming distracted, aggression and bullying is very harmful for organizational growth and development (Simhon, 2023).

From all the foregoing discussions, there are so many types of facilitators workplace behaviour which can influence adult learning and participation in the literacy centres as observed by different

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authorities like the Indeed Editorial Team (2022b), PeopleHum Technology (2023), and Simhon (2023) and they include: leadership-driven behaviour, creative thinking behaviour, isolating behaviour, distancing behaviour, people-pleasing behaviour, playful behaviour, introverted behaviour, analytical behaviour, referent leadership behaviour, aggressive behaviour, assertive behaviour, passive communication behaviour and passive-aggressive behaviour. Describing some of the various types of workplace behaviour by the above mentioned authors; Leadership-driven behaviour is a member of the team who takes on responsibilities and offers to assist. These people are usually focused on their successes and project goals. It is critical to evaluate how the natural leaders in your company communicate with the rest of the team. Some team members with strong creative thinking skills can come up with answers to situations that appear to be insurmountable. These people enjoy coming up with new ideas. Some team members may be isolationists who prefer to work alone and thrive at project management on their own. This is a distancing behaviour. You can encourage an isolating team member to try new things and fulfil deliverables with the help of other team members as a manager. People-pleasing behaviour avoid workplace conflict by focusing on developing relationships with others. They want everyone to like them and to always be upbeat. They frequently volunteer to take on more work responsibilities. Some team members may be playful at work and primarily concerned with having a good time. These people's sense of humour can inspire their co-workers to love their jobs more and perform better.

To promote team cohesion, one technique to handle playful team members is to ensure that the team participates in team-building and other playful activities. Introverted behaviour is usually quiet and preferring to work alone, that is, an introverted team member. When given a precise list of chores to fulfil, they perform well. To manage introverted people, encourage them to collaborate with others and provide them precise directions for the work they

must perform. It is also a good idea to assign children projects that they can complete on their own because they often require time. To achieve their personal demands, an aggressive team member or behaviour engages in unanticipated actions of rage or intimidation. A referent leadership behaviour inspires and influences others as role model. It is authority that cares from the extent to which people admire, respects and like a specific leader. Referent leaders are viewed as charismatic and may even be idolized by their loyal followers. The referent leaders are often labeled as likable, charming and trustworthy. They are admired for their capabilities and respected by their subordinates. Aggressive conduct can be effective in certain contexts, such as during emergencies or situations requiring swift decision-making. Assertive behaviour or team members appropriately convey their workplace feelings and desires. Their communication is straightforward, and they respect the ideas and rights of both the communicator and the recipient. Assertive communication helps to keep relationships together and usually leads to a compromise between parties in the organization. To keep everyone happy, passive communicators or communication behaviour choose not to convey their workplace thoughts or sentiments to others. They choose not to express their workplace thoughts or feelings to others to keep everyone happy. Passive communication can be beneficial in certain situations, such as when emotions are high. Schedule due dates ahead of time when managing a passive team member to ensure they have enough time to fulfil their job. Team members or behaviours that are passive-aggressive combine elements of both passive and aggressive communication styles. Individuals may appear passive, but they are actually acting out their anger in indirect ways, such as delaying work completion.

Qandle (2023:1) described other types of behaviour found in the workplace as including the following:

1. **Job Performance:** This work behaviour directly impacts an employee's job performance. It encompasses the skills,

knowledge, and abilities required to effectively carry out job tasks and responsibilities. Work behaviour includes factors such as productivity, quality of work, meeting deadlines, attention to detail, problem-solving, decision-making, and adaptability.

2. **Professionalism:** Professional work behaviour involves demonstrating a high level of integrity, ethics, and accountability in the workplace. This includes adhering to company policies and procedures, maintaining confidentiality, respecting colleagues and customers, and conducting oneself in a manner that reflects positively on the organization.
3. **Communication:** Effective communication is a crucial work behaviour. It involves conveying information clearly and appropriately, actively listening to others, and engaging in respectful and constructive dialogue. Good communication skills contribute to teamwork, collaboration, and the smooth flow of information within the organization.
4. **Collaboration and Teamwork:** This work behaviour encompasses the ability to work collaboratively with colleagues and contribute to a positive team environment. This includes sharing knowledge, supporting others, resolving conflicts constructively, and valuing diverse perspectives. Collaboration and teamwork skills foster a cooperative and productive work culture.
5. **Initiative and Proactivity:** The work behaviour involves taking initiative and being proactive in identifying and addressing challenges, suggesting improvements, and seeking opportunities to contribute beyond assigned tasks. Employees who demonstrate initiative show self-motivation, a willingness to learn and grow, and a drive to exceed expectations.
6. **Adaptability and Flexibility:** In today's dynamic work environments, adaptability and flexibility are crucial work behaviours. This includes being open to change, embracing new technologies and processes, adapting to shifting priorities,

and handling unexpected situations with resilience and resourcefulness.

7. ***Time Management and Organization:*** Effective work behaviour includes managing time efficiently and prioritizing tasks to meet deadlines and deliver results. This involves planning, organizing, and allocating resources effectively, setting realistic goals, and managing workload effectively.
8. ***Problem-Solving and Decision-Making:*** Work behaviour encompasses the ability to identify and analyze problems, develop creative solutions, and make sound decisions. Employees who exhibit strong problem-solving skills can evaluate options, gather relevant information, think critically, and implement effective solutions.
9. ***Customer Service Orientation:*** This work behaviour includes a customer-centric approach, particularly in roles that involve direct customer interaction. This involves providing excellent service, understanding and meeting customer needs, resolving issues promptly and effectively, and building positive relationships with customers.
10. ***Continuous Learning and Development:*** The work behaviour involves a commitment to ongoing learning and professional development. Employees who demonstrate a growth mindset and actively seek opportunities to enhance their skills and knowledge contribute to their own success and the organization's growth. All these workplace behaviour also form part of leadership-driven behaviour and qualities.

From all the above workplace behaviour, the present study has been set to investigate the influence of some of these facilitators' workplace behaviours on adult learners learning and participation in the literacy centres. Given all these workplace behaviour, yet most facilitators have been found deficient and wanting in exhibiting many of these behaviours which seems to have negative impact and influence on adult learning and active participation in the literacy centres all over the country and Delta

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State inclusive. Most of the facilitators because of their behaviour or attitude scares adult learners away from the centre. Moreover, many literacy centres in Delta State have shut down while many are still experiencing low enrolment and poor participation of adult learners due to many factors which might include facilitators' behaviour. For this reason, this have motivated the researchers to undergo this present study in order to determine the facilitators workplace behaviour influencing adult learning and participation in literacy centres for sustainable development. Although a few studies like those of Ahmad, Ch. and Batool (2018), Idoko (2018), Idris, Hussain and Ghaffar (2021), Johnson (2017), Kamran, Afzal and Rafiq (2022), Kausar, Shoukat and Zafar (2020), Kigen (2022), Loes, Saichaie, Padgett and Pascarella (2012), Mauluka (2018), Shah (2009), Owen and Valesky (2011) have been conducted in the aspects of organizational behaviour, adult education and facilitators related factors; but all these empirical studies have their own differences, findings and shortcomings which necessitates the present study. For instance, Rashid and UzZaman (2018) study on the effects of teacher's behaviour on academic performance of students established from data analysis that teachers' behaviour had a significant relationship with academic performance. The differences between these empirical studies and the present study is based on their theoretical contents, geographical location, methodologies and findings. The area of focus of most of these empirical studies reviewed on educators' or teachers' workplace behaviour were mainly based on formal school setting, just a few was on adult education setting. Also, most of these empirical studies on teacher behaviour at the formal school system centered mostly on students' academic performance and classroom participation. None of these studies were carried out in Delta State which necessitates the present study. Hence, the present study was to investigate and find out facilitators workplace behaviour influencing adult learning and participation for sustainable development of literacy centres in Delta State.

Statement of the Problem

The survival, sustainability and sustainable development of literacy centres in Delta State and beyond not only depends on effective management but also facilitators' behaviour. When facilitators always put in good and positive attitude and behaviour at work, this will boost adult learning likewise their active participation in the literacy centres leading to sustainable development of both the adult literacy centres and the immediate society. This is so because when the adult learners have access to effective teaching and learning delivery through their active participation and role in the literacy centres, they would have acquired skills and competences that will enable them contribute towards socio-economic development of their society which is also part and parcel of sustainable development. Again, with effectiveness of adult learning, this will control and reduce drastically the high rate of adult learners' dropout from the literacy centres, therefore, leading to the centres sustainable development. Thus, adult learning and active participation in the literacy centres will significantly impact on the actualization of sustainable development of both the literacy programmes and Delta State environment. Rather, the incessant poor enrolment, high dropout rate coupled with low participation of adult learners in the literacy centres, has continued to raise a lot of doubts, concerns and questions towards facilitators' workplace behaviour and its influence on adult learning and participation in the literacy centres. Considerable research has been conducted on students' learning and class participation; mainly in developed countries that have more efficient educational system. Nigeria is still a developing country, which also has developing educational system both at the formal education and adult education levels. However, the adult education level is facing continuously, lack of class participation from adult learners. Mostly, facilitators facilitate adult learning in unidirectional way, which remains the main hurdle for achieving quality adult education and creative classroom environment.

Majority of facilitators and teachers are not aware about the significance of positive influence of their (that is, facilitators) behaviour on adult learners' learning and active classroom participation. Many of the facilitators equally do not have the knowledge about applying effective behavioural techniques or strategies that boost learning and participation of the adult learners in the literacy centres. Hence, the issues and challenges surrounding facilitators workplace behaviour influencing adult learning and participation for sustainable development of the literacy centres and society has therefore, created a knowledge and theoretical gap which needs to be filled by the present study. Thus, the problem which this present study sought to investigate is facilitators' workplace behaviour influencing adult learning and participation in literacy centres for sustainable development of literacy centres in Delta State.

Purpose of the Study

This study aimed at finding out facilitators' workplace behaviour influencing adult learning and participation in literacy centres for sustainable development of literacy centres in Delta State. Specific objectives of the study sought to,

1. Ascertain facilitators' workplace behaviour influencing adult learning for sustainable development of literacy centres in Delta State.
2. Determine facilitators' workplace behaviour influencing adult participation for sustainable development of literacy centres in Delta State.

Research Questions

The following two research questions guided the study:

1. What are the facilitators' workplace behaviour influencing adult learning for sustainable development of literacy centres in Delta State?

2. What are the facilitators' workplace behaviour influencing adult participation for sustainable development of literacy centres in Delta State?

Methods

The descriptive survey research design was employed in the study. Population for the study comprised 962 adult learners from 66 adult literacy centres in Delta State (Source: Planning, Research and Statistics Department, Delta State Agency for Adult and Non-Formal Education, 2023). The sample size for the study constituted 481 adult learners drawn out from 33 adult literacy centres in Delta State selected at 50% using the proportionate stratified random sampling technique. To draw the sample, the adult learners in the literacy centres were randomly stratified according to their LGAs, that is, geographical location and then, the sample were proportionately and randomly drawn at 50%. A 42-item researchers' self-developed questionnaire titled "Facilitators' Workplace Behaviour Influencing Adult Learning and Participation Questionnaire (FWBIALPQ)" having two clusters and structured on a 4-point scale of Very High Influence (VHI), High Influence (HI), Low Influence (LI) and Very Low Influence (VLI), was used for data collection. This research instrument was constructed based on the purposed of the study and research questions. The questionnaire was validated by three experts from Adult Education Department, Faculty of Education, University of Benin, Edo State. Few corrections were made on the questionnaire by the experts based on double-barrel items, content coverage and sentence/language construction. Reliability of the research instrument was established through a pilot test carried out on a sample of 35 adult learners from 7 adult literacy centres in Edo State. Information retrieved after the pilot test were measured using Cronbach Alpha statistics which gave internal reliability consistency of 0.87 and 0.89 for the two clusters respectively; and were equally added up to give an overall internal consistency reliability r-value of 0.88. This result showed that the instrument was reliable to collect the necessary data for the study. Method of data collection entailed a personal, direct and hand delivery process with respondents using three guided research assistants. An

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on-the-spot method was employed as well, which enabled the researchers and the research assistants to meet the respondents, to wait and collect the necessary information from them. Distribution of the questionnaire to the respondents was carried out within an interval of five working days. The 481 copies of the instrument administered were returned at 100% rate. Data collated were analyzed using mean and standard deviation statistics. The decision rule was based on the premise that any mean score which rated at 2.50 and above was considered as high and positive influence, while any mean score which rated at 2.49 and below was considered as low and negative influence.

Results

Research Question 1: What are the facilitators’ workplace behaviour influencing adult learning for sustainable development of literacy centres in Delta State?

Table 1: *Mean Score and SD of Respondents on Facilitators’ Workplace Behaviour Influencing Adult Learning for Sustainable Development of Literacy Centres in Delta State*

N= 481 Adult Learners

S/N	Please showcase your agreement concerning the facilitators’ behaviour which influences your (adult) learning in the literacy centre. When the facilitator:	VHI	HI	LI	VLI	$\overline{x}$	SD	Decision
1.	applies learner-centred approach in facilitating adult learning	125	140	107	109	2.58	1.10	High Influence
2.	exhibits good leadership-driven behaviour by taking responsibilities and offering to assist adult learners in their learning engagements	157	130	96	98	2.72	1.12	High Influence
3.	adopts creative thinking behaviour that enable learners come up with answers to learning situations or difficulties that appear to be insurmountable	170	199	52	60	3.00	0.98	High Influence
4.	is an isolationist who prefers working alone to thrive to manage adult learning without support from learners	69	89	181	142	2.18	1.01	Low Influence

5.	exhibits distancing behaviour to isolate learners during the adult learning process	84	125	153	119	2.36	1.04	Low Influence
6.	exhibits introverted behaviour which is usually quiet, preferring to work alone	100	74	200	107	2.35	1.04	Low Influence
7.	expresses people-pleasing behaviour to control conflict situations that could arise in adult learning	177	180	70	54	3.00	0.98	High Influence
8.	applies pleasing together with playful behaviour which focuses on developing relationships with adult learners in the centre	164	201	49	67	2.96	1.00	High Influence
9.	promote collaborations or team building spirit among learners in adult learning	119	150	102	110	2.58	1.09	High Influence
10.	encourages active participation of learners in the classroom by exhibiting effective instructional leadership behaviour	187	195	50	49	3.08	0.95	High Influence
11.	expresses an assertive behaviour appropriate to enable learners convey their feelings, interests, difficulties/challenges and desires that impacts on adult learning situations	145	127	109	100	2.66	1.12	High Influence
12.	exhibits referent leadership behaviour to inspire, influence learners by acting as a role model to encourage adult learning	153	141	78	109	2.70	1.14	High Influence
13.	deploys passive communication behaviour in order to support adult learning which is uninterested, docile, unreceptive, inactive or unconcerned about learners difficulties/challenges	61	53	198	169	2.01	0.98	Low Influence
14.	applies analytical behaviour which is rational, methodical, reasoned, logical, diagnostic and investigative in handling learners problems in adult learning	105	223	65	88	2.72	1.00	High Influence
15.	applies professionalism to showcase professional skills that boosts adult learning	131	166	99	85	2.71	1.05	High Influence

16.	explores effective time management behaviour to manage time efficiently and prioritize tasks to deliver results in adult learning	145	100	90	46	2.90	1.04	High Influence
17.	displays customer-centric behaviour which is direct customer interaction that provides excellent services, understanding to meet learners needs for building positive relationships with learners in adult learning	159	178	68	76	2.87	1.04	High Influence
18.	employs aggressive behaviour to make swift decisions for learners in adult learning	42	80	192	167	1.99	0.93	Low Influence
19.	expresses passive-aggressive behaviour which may appear passive, but actually acting out anger in indirect manner in adult learning	43	98	179	161	2.05	0.95	Low Influence
20.	demonstrates an initiative, adaptable including flexible behaviour to showcase resilience and resourcefulness in handling unexpected situations to address adult learners challenges facing their learning	211	112	82	76	2.95	1.11	High Influence
21.	displays a passionate behaviour in order to show affection to adult learners so as to support their learning in class	140	130	105	106	2.63	1.12	High Influence
Overall Mean X & SD =							2.62	1.09
							2.62	1.09
							2.62	1.09

Analysis of data presented in Table 1 revealed that items 1 - 3, 7 - 12, 14 - 17 and 20 - 21, were all rated above 2.50 of the acceptable mean score by the respondents (adult learners) to agree with these statements in order to show that these facilitators' workplace behaviour had high influence on adult learning for sustainable development of literacy centres in Delta State. Items 4 - 6, 13 and 18 - 19, were all rated below 2.50 of the acceptable mean score by the respondents (adult learners) to disagree with these statements in order to show that these facilitators workplace

behaviour had low influence on adult learning for sustainable development literacy centres in Delta State. However, the overall mean and standard deviation is 2.62 and 1.09 indicating that there was closeness in the respondents’ responses. The result therefore, revealed that facilitators’ workplace behaviour had high influence on adult learning for sustainable development of literacy centres in Delta State.

Research Question 2: *What are the facilitators workplace behaviours influencing adult participation for sustainable development of literacy centres in Delta State?*

Table 2: *Mean Score and SD of Respondents on Facilitators Workplace Behaviours Influencing Adult Participation for Sustainable Development of Literacy Centres in Delta State*

N= 481 Adult Learners

S/N	Please showcase your agreement concerning the facilitators’ behaviour which influences your (adult) participation in the literacy centre. When the facilitator:	VHI	HI	LI	VLI	$\bar{x}$	SD	Decision
22.	applies learner-centred approach to increase your class participation including active attendance in the literacy centre	138	166	90	87	2.74	1.06	High Influence
23.	exhibits good leadership-driven behaviour to improve adult learners participation	140	200	71	70	2.85	1.00	High Influence
24.	adopts creative thinking behaviour to solve adult learners problems in order to increase their active participation in the centre	125	149	107	100	2.62	1.08	High Influence
25.	is an isolationist who prefers working alone to impact on learners participation	50	64	171	196	1.93	0.98	Low Influence
26.	exhibits distancing behaviour to isolate learners in the literacy centre	45	83	167	186	1.97	0.97	Low Influence
27.	exhibits introverted behaviour to work alone without adult learners contributions	76	80	148	177	2.11	1.07	Low Influence
28.	expresses people-pleasing behaviour to control conflicts in the literacy centre	159	180	52	90	2.85	1.08	High Influence

29.	applies playful behaviour in order to build strong relationships to impact on adult learners participation	149	176	77	79	2.82	1.05	High Influence
30.	promote collaborations or team building spirit among learners in the centre	168	140	90	83	2.82	1.09	High Influence
31.	employs effective instructional leadership behaviour that will encourage active participation of adult learners in the centre	134	189	81	77	2.79	1.02	High Influence
32.	expresses an assertive behaviour appropriate to enable learners convey their feelings, interests, difficulties/challenges and desires in the centre	181	192	68	40	3.07	0.92	High Influence
33.	exhibits referent leadership behaviour to positively impact on adult learners participation in the centre	150	165	70	96	2.77	1.10	High Influence
34.	deploys passive communication behaviour which is uninterested, docile, unreceptive, inactive or unconcerned about learners difficulties/challenges in the centre	100	106	125	150	2.32	1.12	Low Influence
35.	applies analytical behaviour which is rational, methodical, reasoned, logical, diagnostic and investigative in handling learners problems in order to encourage learners participation	145	185	94	57	2.87	0.98	High Influence
36.	applies professionalism to showcase professional skills that will promote learners participation	153	171	77	80	2.83	1.05	High Influence
37.	explores effective time management behaviour to manage literacy classes in order to improve learners participation	121	130	110	120	2.52	1.12	High Influence
38.	displays customer-centric behaviour to provide excellent services that will improve adult learners participation	148	163	80	90	2.77	1.08	High Influence
39.	employs aggressive behaviour in the centre to boost learners participation	69	99	155	158	2.16	1.04	Low Influence
40.	employs passive-aggressive behaviour to improve learners participation	98	79	161	143	2.27	1.10	Low Influence
41.	demonstrates an initiative, adaptable including flexible behaviour to showcase resilience and resourcefulness in handling	125	170	100	86	2.69	1.04	High

unexpected situations to address adult learners challenges facing their active participation in the literacy centre							Influence
42.	displays a passionate behaviour in order to show affection to improve adult learners participation						High Influence
Overall Mean X & SD =							High Influence
	166	144	90	81	2.82	1.08	High Influence
							2.60 1.10 Influence

Analysis of data presented in Table 2 revealed that items 22 - 24, 28 - 33, 35 - 38 and 41 - 42, were all rated above 2.50 of the acceptable mean score by the respondents (adult learners) to agree with these statements in order to show that these facilitators workplace behaviour had high influence on adult learners’ participation for sustainable development of literacy centres in Delta State. Items 25 - 27, 34 and 39 - 40, were all rated below 2.50 of the acceptable mean score by the respondents (adult learners) to disagree with these statements in order to show that these facilitators workplace behaviour had low influence on adult learners’ participation for sustainable development of literacy centres in Delta State. The result therefore, revealed that facilitators’ workplace behaviour had high influence on adult learners’ participation for sustainable development of literacy centres in Delta State.

Discussion of Findings

The findings of this study generally revealed that the facilitators’ workplace behaviour had high positive influence on both adult learning and learners’ participation for sustainable development of literacy centres in Delta State. Except for a few of the facilitators’ workplace behaviour which were found to have low negative influence on both adult learning and learners’ participation. It was further revealed that facilitators’ workplace behaviour such as: when the facilitator applies learner-centred approach, exhibits good leadership-driven behaviour by taking responsibilities and offering to assist adult learners in their learning engagements, adopts creative thinking behaviour that enable learners come up with answers to learning situations or difficulties that appear to be

insurmountable, expresses people-pleasing behaviour to control conflict situations that could arise in adult learning, applies pleasing together with playful behaviour which focuses on developing relationships with adult learners in the centre, promote collaborations or team building spirit among learners, encourages active participation of learners in the classroom by exhibiting effective instructional leadership behaviour, expresses an assertive behaviour appropriate to enable learners convey their feelings, interests, difficulties/challenges and desires that impacts on adult learning situations, and likewise, exhibits referent leadership behaviour to inspire, influence learners by acting as a role model to encourage adult learning, among others; all these facilitators workplace behaviour had high positive influence on adult learning for sustainable development of literacy centres in Delta State. Meanwhile, facilitators workplace behaviour such as; when the facilitator is an isolationist who prefers working alone to thrive to manage adult learning without support from learners, exhibits distancing behaviour to isolate learners during the adult learning process, exhibits introverted behaviour which is usually quiet, preferring to work alone, deploys passive communication behaviour which is uninterested, docile, unreceptive, inactive or unconcerned about learners difficulties/challenges in the centre, employs aggressive behaviour to make swift decisions for learners, and expresses passive-aggressive behaviour which may appear passive, but actually acting out anger in indirect manner in adult learning; all of these behaviour had low negative influence on adult learning for sustainable development of literacy centres in Delta State.

This present study finding agrees and is equally in line with Kigen (2022) study which found out that a high school's organizational behaviour had a great influence of students as well as teachers within the institution. In such organization, teachers could identify roles and responsibilities, delegate decisions and define the chain-of command. Moreover, in a high school set-up, good organizational behaviour help to boost student academic

performance and creativity during learning while at the same time, enhances teacher performance. Hence, a positive organizational behaviour in high school contributed to optimal organizational performance, in this case, delivering quality education to students. Thus, good organizational behaviour acts as a tool to motivate individuals, imparts leadership behaviour and style among them, allows for flexibility in one's life and it instils a general trustworthy behaviour and attitude. Organizational behaviour is imperative to making improvements that will in the long run ensure optimal performance of both the staff and students so as to achieve the goals of the school (Kigen, 2022). The present study finding also corroborates with Owen and Valesky (2011) study which confirmed that educators must create an atmosphere of constant demonstration of good organizational behaviour that is, the behaviour of a leader. Schools that put an emphasis on open communication between students and teachers, supportiveness, intellectuality and collaboration performed better than those that emphasize on constraint, competition and restrictiveness and rely on rewarding conformity. Hence, educators must endeavour to have leadership qualities that are not easily swayed which is a necessity for students to be taught how to positively influence a society. Loes, Saichaie, Padgett and Pascarella (2012) study confirmed that teacher behaviours had positive effect and influence on students' inclination to inquiry and lifelong learning. The instructors' clarity, classroom challenge/high expectations, and prompt feedback resulted in gains in both students' need for cognition and positive attitudes toward literacy. Idris, Hussain and Ghaffar (2021) study found positive behaviour of teachers for teaching, teachers loved their profession, prepared themselves for taking classes, used teaching aids which were supportive and encouraging for students, motivated students for learning and provided conducive classroom environment for learning. In such situation, students were found motivated for doing well in exams, set high academic standards for themselves, completed assigned tasks in time, tried hard for getting good marks

in board exams, used internal exams for preparation of board exams, loved competition in exams and showed good results in board exams. The regression analysis showed the significant positive influence of teachers' behaviour on students' academic achievement.

The present study finding does not deviate from the findings of Loes, Saichaie, Padgett and Pascarella (2012) and Idris, Hussain and Ghaffar (2021) study. The finding of this present study also concurs with the previous study of Shah (2009) which found out that the teachers used different motivational techniques to positively influence and impact on university students' academic achievements. Teachers guided students properly by using different teaching techniques. Teacher's behaviour towards students was conducive for their learning. Teachers were friendly, approachable, cooperative competent, and well prepared. There was significantly positive correlation between teacher's behaviour and students' academic achievement scores. Rashid and UzZaman (2018) study confirmed and established that teachers' behaviour had a significant relationship with academic performance. Of the eight components investigated, the finding revealed that six components (clarity, interaction, pacing, disclosure, speech and rapport) had a highly significant relationship with students' academic performance while two components (enthusiasm and organization) had no relationship with dependent variable. From this present study finding, it is important that facilitators fostered those good behaviour that has high positive influence on adult learning which will go a long way in promoting sustainable development of the literacy centres.

It was also found out in the present study that when the facilitator applies learner-centred approach to increase adult learners' classroom participation including their active attendance in the literacy centre, exhibits good leadership-driven behaviour to improve adult learners' participation, adopts creative thinking behaviour to solve adult learners' problems in order to increase their active participation in the centre, expresses people-pleasing

behaviour, applies playful behaviour in order to build strong relationships to impact on adult learners participation, promote collaborations or team building spirit among learners in the centre, employs effective instructional leadership behaviour that will encourage active participation of adult learners, expresses an assertive behaviour, exhibits referent leadership behaviour to positively impact on adult learners participation, applies analytical behaviour, among others; all these facilitators' behaviour had high positive influence on adult learners participation for sustainable development of literacy centres in Delta State. However, when the facilitator is an isolationist, exhibits both distancing and introverted behaviour, deploys passive communication behaviour, employs aggressive behaviour, and expresses passive-aggressive behaviour, all these had low negative influence on adult learners' participation for sustainable development of literacy centres in Delta State. This finding corresponds and concurs with Ahmad, Ch. and Batool (2018) study on the relationship between teacher behaviour and learner participation in classroom which found out that teachers' behaviour and classroom participation of students have positive correlation with each other. Positive relationship of teacher with his students bring a positive change and develop healthy environment in educational institutions. If teachers show positive and polite behaviour in classroom, then students participation level is high and if teachers behave rude with students then their participation level in class discussion is decreased. The results of this study proved that there was a positive association between teachers' behaviour and students' involvement in classroom discussion. It means students participation in classroom activities depended upon behaviour of the class instructor. If he/she behave well and provide opportunities to students to speak then their involvement in class discussion is increased. Thus, this previous study concluded that teacher is vital source to enhance the learners' participation in the classroom activities and to improve their learning. Teacher behaviour affects the students learning in both ways positively and negatively.

Students learning depends on classroom environment. The teacher is responsible to develop positive and healthy atmosphere in the classroom.

Conforming with the present study finding, Kamran, Afzal and Rafiq (2022) study found out that teachers' behaviour influenced students' participation in the class. The present study finding agrees and does not deviate with Kausar, Shoukat and Zafar (2020) study which confirmed that if teachers treat students unfairly, they will lose their trust and leadership for teachers and have less confidence due to their home environment and less teacher-student interaction. Situations where teachers were polite, open, professional and well-prepared to cooperate, there was a significantly secured connection between the conduct of teachers and the educational outcomes of students. Johnson (2017) study confirmed that teacher's role in motivation and boosting learners' active classroom participation includes, but is not limited to only creating an environment conducive to learning. The teacher's role in encouraging support of students' autonomy, relevance, and relatedness of the material increased motivation to learn, attendance and classroom participation. Additionally, the teacher's ability to develop students' competence, interest in subject taught, and perception of self-efficacy were all important factors that influenced students' motivation to learn and participation. The present study finding also conforms and is equally in line with Mauluka (2018) study which found out that instructor level factors such as instructor experience, instructor education and remuneration were the greatest contributors to attainment of literacy in adults. The findings of Idoko (2018) study confirmed and indicated that factors such as individual drive, the instructor's encouragement and high expectations, relevant topics, and connection to school, all contributed to sustain a learner's persistence and participation. Educators could provide transformative learning by incorporating into the curriculum relevant topics representative of students' experiences. Instructors had the power to impact learners' persistence and increase their

retention rate by creating a classroom environment that engaged students in active learning using an appropriate curriculum, set high expectation for all learners, and recognized each student's background experiences and learning style. It is essential for adult educators to employ best instructional practices and strategies to help learners remain motivated as active learners in student-centered classrooms. When instructors understand who the students are and the transformational learning experiences that promote each learner's motivation and persistence, it will help programme administrators and educators to support students' learning and increase their chances consistent participation for successful completion of their programme. Thus, with good behaviour, facilitators can positively impact and influence both adult learning and their participation for sustainable development of the literacy centres.

Conclusion

To gradually and successfully address adult learners' learning, retention and participation challenges which will positively contribute to sustainable development of the literacy centres, it is imperative that facilitators employ and demonstrate good workplace behaviour by exhibiting good instructional best practices, and concrete strategies to cultivate active learning environments to sustain improved learners' persistency and academic performance/achievements in the literacy centres. The present study submits and concludes that facilitators' workplace behaviour had high positive influence on both adult learning and learners' participation for sustainable development of literacy centres in Delta State. Thus, for sustained adult learning and continuous learners' participation, it becomes a necessity for facilitators to foster good, effective and positive workplace behaviour. Hence, the recommendations which were made below.

Recommendations

Based on the findings of this study, the following recommendations have been proffered:

1. Delta State Government in collaboration with the Agency for Mass Literacy, Adult and Non-Formal Education should constantly organize capacity development and training programmes to improve facilitators' workplace behaviour which has high positive influence on adult learning and learners' active participation for sustainable development of literacy centres in Delta State.
2. The centre coordinators and supervisors should constantly encourage facilitators to foster such behaviour with high positive influence adult learner's active participation for sustainable development of literacy centres in Delta State.

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