

**PERCEIVED INFLUENCE OF ANDRAGOGICAL PRINCIPLES ON LEADERSHIP  
TRAINING AND DEVELOPMENT OF CEOs IN OUTSOURCING INDUSTRY,  
LAGOS STATE**

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**Abstract**

*The study examined the perceived influence of andragogical principles of adult learning on leadership training and development of Chief Executive Officers (CEOs) and sought to establish a relationship between the variables in the outsourcing industry in Lagos State. The study adopted a correlational survey research design. A sample of 81 participants was surveyed using a proportionate random sampling technique with a sampling fraction of  $\frac{1}{3}$  of the population of 245 professional members of the Association of Outsourcing Practitioners of Nigeria (AOPN). The study collected data using self-developed online questionnaires that were analysed with descriptive and inferential statistics. The questionnaire was validated by an independent researcher in Adult Education and the instrument indicated a Cronbach's Alpha reliability coefficient of 0.77. Findings revealed that CEOs were moderately aware of the andragogical principles of adult learning and could access four leadership development programmes available to grow their careers. The results indicated a positive low significant influence of andragogical principles of adult learning on leadership training ( $r = 0.22, p < 0.05$ ) and positive moderate significant influence on leadership development ( $r = 0.49, p < 0.05$ ) of CEOs. It was recommended that organisations should incorporate principles of andragogical learning in the planning and development of curriculum for leadership training and strategy plan for leadership development of CEOs as they ensure that their training consultants apply these principles when developing mentoring and executive education programmes for the CEOs.*

**Keywords:** Andragogical principles, leadership training, leadership development, Chief Executive Officers (CEOs) and outsourcing industry

**Introduction**

It is commonplace that the leadership training and leadership development of Chief Executive Officers (CEOs) remain critical components of executive education and competitive strategy in the development and sustainability of organisations in a constantly changing world. Organisations devote resources to training and developing their CEOs to increase their competencies for improved

performance on the job. The capabilities and performance of the CEOs are predicated on how they are trained and the leadership development programmes available in the organisations. Organisations train and develop the leadership competencies of CEOs because executive education is critical to personnel career growth, team development, and business sustainability (Buddhapriya, 2021; Porter & Nohria, 2018; Kamdar, 2018). Lanre-Omole (2005) stated that organisations need to attract good CEOs hence they promote their leadership training and development. The training and development of leadership competencies of CEOs require learning methods and personnel development approaches to make successful CEOs (McInnis, Ramsden & Maconachie, 2012, Stumpf & Doh, 2007). There are different delivery methods and approaches to train and develop the leadership competencies of CEOs which determine their career growth and ability to contribute to team development and organisational performance.

The term CEO is an acronym for Chief Executive Officer and the nomenclature for the highest-ranking executive management officer in an organisation (Hayes, 2022). The CEO is a manager with an executive responsibility to oversee a business ethically and globally, planning and organising, leading, and controlling (Ademola & Ogundipe, 2015). CEOs serve diverse constituencies which Porter & Nohria (2018) describe as shareholders, board of directors, and employees internally as well as customers, government, media, community organisations, and the public externally. Zulch (2020) classified CEOs into four domains namely Statesman/Statewoman CEO, Engineer CEO, Entrepreneur CEO, and Highscorer CEO. These domains are a reflection of the characteristics of the leadership affiliation of the CEOs and can be shaped by leadership development.

Organisations invest in training their CEOs every year to underscore the importance of leadership development. CEOs attend business schools locally and internationally for knowledge acquisition and self-development. Sometimes, the organisations pay for leadership training, but CEOs sponsor themselves for self-actualisation. Business school programmes use lecture methods (Smith, Kempster & Wenger-Trayner, 2018) and have over-dependence on this learning method for leadership education (Allen, Rosch & Riggio, 2021) that Farkas & Wetlaufer (1996) queried whether there is a school for CEOs except for the school of experience. The truism of CEOs learning from the school of experience is predicated on the assumption that CEOs are adult learners and the pedagogical learning approach cannot produce the leadership development they require to succeed in their careers. The leadership development of CEOs is paramount to organisational development.

Leadership development describes the learning activities with the objectives of improving the knowledge, attitudes, behaviours, and practices of CEOs as adult learners and business leaders. Wenzel & Cordery (2014) cited Baldwin & Ford (1988) who listed the characteristic of adult learners and learning methodology as determinants of the effectiveness of leadership development (McCauley, Hammer & Hinojosa, 2017). What is clear from this analogue is that how CEOs learn can determine the effectiveness of leadership development in the organisation. Successful leadership development will consider the characteristics of CEOs and select the appropriate learning methodology for them as adult learners Weinstein (2004). Leadership development can be construed as a process and a programme. It is a strategic plan to improve the leadership skills and abilities of managers to prepare them for senior management and leadership roles in the organisation. It is usually a planned, structured, and long-term process to enable managers to attain leadership competencies for organisational productivity and profitability (Bhasin, 2021). There are many ways organisations execute leadership development as CEOs and these include peer-to-peer exchange and learning, mentoring programme, coaching programme, executive development programme, strategy sessions forum, performance management, and succession planning.

Arbaugh (2017) cited Avolio (2004) and surmised that leadership development in the organisation exists as a function of the management and an individual-level activity of the CEOs. The initiative of the CEOs to pursue leadership training and leadership development serves catalyses for seamless deployment of leadership development programmes in the organisation. The process for creating organisational capability and developing the framework for leadership learning and the organisation's collective mind is inbuilt in the individual-level activity of the CEO's need for self-discovery and self-development as a leader and an adult learner. In this essence, there is a strong connection between leadership development and andragogical principles of adult learning because the characteristics exhibited by the CEOs as adult learners are inherent in the principles of andragogy by Malcolm Knowles (Pappas, 2013; Knowles, 1984). Andragogy, according to Knowles, is focused on the adult and premised on six assumptions: the need to know why they need to learn something, the learners' self-concept, learners' past experiences as an adult, readiness to learn, orientation to learning, and motivation for learning (Knowles 2005 in Cochran & Brown, 2016). Kapur (2019) said that the principles of Knowles' andragogy stated that adult learners are

experienced and have a need to know; they are self-directed, ready to learn, oriented to learning, and motivated towards learning. El-Amin (2020) stated that andragogy is a preferred learning method for adults when compared to pedagogy because the principles of andragogical learning theorised by Malcolm Knowles influences positive learning outcomes in adults.

Outsourcing has existed in Nigeria since oil exploration began in the 1950s (Abdullahi & Sallau, 2019). Globalisation, liberalisation, and competition have compelled organisations to consider the outsourcing model (NITDA, 2020; Suraju & Hamed, 2013). In recent years, the industry began to emerge as a critical support phenomenon in the service sector (Ekeghe, 2018) where the banking industry, telecommunications, manufacturing, and oil and gas have increasingly used the services of service providers in the outsourcing industry (Ogunwusi, 2018). The outsourcing industry is the business support services value chain where service providers perform certain functions on behalf of their clients to enable the clients to concentrate on their core competencies and run lean but efficient business models (Bharti, 2021; Pang, Zhang & Jiang, 2021; Nweze, 2014 in Ezekwesili and Okoye, 2019; Corbett, 1999 in Suraju & Hamed, 2013; Monezka et al, 2005 in Ikediashi, 2014; Okoro, 2012). The National Outsourcing Policy and Regulatory Framework (2007) defined outsourcing as the services that occur anytime an enterprise makes a contract with another to perform a process that is normally carried out internally by the first enterprise (NITDA, 2017, NITDA, 2020).

The different levels of activities in the outsourcing industry include business process outsourcing [BPOs] (Adepetun, 2021), human services outsourcing (Okoro, 2012), human resources outsourcing, support services outsourcing, information technology services outsourcing, knowledge process outsourcing, logistics and fleet services functions outsourcing, accounting and administrative functions outsourcing, and procurement services outsourcing. Others are call-centre and customer services outsourcing, sales and marketing outsourcing, medical services outsourcing, legal services outsourcing, catering services outsourcing, supply chain management outsourcing, facilities management outsourcing, and manufacturing operations outsourcing (Adepetun, 2021; Iborida, Ifediora, Ekoja&Mogoluwa, 2021; Fajimi 2011 in Abdullahi & Sallau, 2019; Okoro 2012).

The outsourcing industry in Nigeria is worth US\$285.8 million and employs 16,540 people (Adepetun, 2021). The industry is expected to play a key role in the different sectors of the economy.

It is projected to provide 1 million jobs in Nigeria by 2025. The youth are agile, tech-savvy, and averse to toxic workplace or leadership. The demand for efficiency puts a responsibility on the CEOs to develop competencies to manage the business of their organisations, workforce, and the services of their clients satisfactorily. The size of potentials and opportunities, the huge infrastructure deficit, the demand to manage environmental challenges of doing business in Nigeria, and the psychodemographic characteristics and workforce potentials of the youth place a premium on leadership training and development of CEOs. Consequently, CEOs should be exposed to the right methods of leadership training and development as adult learners to enable them to lead the team and manage their organisations satisfactorily to make profits and remain sustainably viable in a complex and rapidly changing operating environment. Literature has shown that andragogical principles of adult learning are effective in the training of employees in the workplace. Despite this, there has been little attention paid to the relationship between andragogical principles of adult learning, and the leadership training and development of CEOs in organisations. The study will examine the perceived influence of andragogical principles of adult learning on leadership training and development of CEOs and seek to establish a correlation between the variables in the outsourcing industry in Lagos State.

### **Research Questions**

The following research questions guided the study.

1. Which principles of andragogy can CEOs in the outsourcing industry, Lagos State identify?
2. What leadership development methods are available to CEOs in the outsourcing industry, Lagos State?
3. To what extent are CEOs aware of andragogical principles of adult learning for leadership training and development in the outsourcing industry, Lagos State?

### **Hypotheses**

These hypotheses were tested in the study:

**HO<sub>1</sub>:** There is no significant relationship between andragogical principles of adult learning and leadership training of CEOs in Outsourcing Industry, Lagos State.

**HO<sub>2</sub>:** There is no significant relationship between andragogical principles of adult learning and leadership development of CEOs in Outsourcing Industry, Lagos State.

### **Methodology**

The study adopted a correlational survey research design to determine the prevalence and relationships among the variables. The population of the study consisted of 245 professional members of the Association of Outsourcing Practitioners of Nigeria (AOPN). The sample of 81 participants was drawn using a proportionate stratified random sampling technique with a sampling fraction of  $\frac{1}{3}$  (33.3%) of the population (Taherdoost, 2016). The survey instrument was a self-developed online questionnaire titled Perceived Influence of Andragogical Principles on Leadership Training and Development of CEOs in Outsourcing Industry, Lagos State (PIAPLTDCOIS). The instrument was administered through Google form for data collection from the sample on five-Likert scales. The questionnaire comprised thirty-two (32) items in six sections derived from the research questions. An independent researcher who is an expert in Adult Education ascertained the face and content validity of the instrument. The test-retest reliability of the instrument yielded a reliability coefficient of 0.77. Data were analysed with frequency counts, percentages, mean and standard deviation, and Pearson Product Moment Correction (PPMC) using the SPSS package.

## Results

**Table 1:** Demographic Characteristics of Respondents

<b>Job Title</b>	<b>Frequency</b>	<b>Percentage</b>
CEO	41	50.8%
Managing Director/CEO (MD/CEO)	8	9.8%
HR Consultant	15	18.5%
Training and Development Consultant	10	12.3%
Human Resources (HR) Practitioners	7	8.6%
Total	81	100%
<b>Work Experience</b>	<b>Frequency</b>	<b>Percentage</b>
>20 years	9	11.1%
16 – 20 years	16	19.7%
11 – 15 years	19	23.5%
6 – 10 years	31	38.3%
<5 years	6	7.4%
Total	81	100%
<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Ph.D.	3	3.7%
Masters' Degree	40	49.4%
First Degree	38	46.9%
Total	81	100%
<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
51 – 60 years	9	11.1%
41 – 50 years	38	46.9%
31 – 40 years	33	40.8%
21 – 30 years	1	1.3%
Total	81	100%
<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Female	21	25.9%
Male	60	74.1%
Total	81	100%

*Note:* Author's Field Research, 2022.

Table 1 shows that the participants for the study are CEOs (n=41, 50.8%); MD/CEOs (n=8, 9.8%); HR Consultants (n=15, 18.5%); Training and Development Consultants (n=10, 12.3%); HR Practitioners (n=7, 8.6%) with work experience >20 years (n=9, 11.1%); 16-20 years (n=16, 19.7%); 11-15 years (n=19, 23.5%); 6-10 years (n=31, 38.3%); <5 years (n=6, 7.4%) and education ranging from Ph.D. (n=3, 3.7%); Masters’ Degree (n=40, 49.4%) to First Degree (n=38, 46.9%). The participants are female (n=21, 25.9%) and male (n=60, 74.1%). The participants are aged 51-60 years (n=9, 11%); 41-50 years (n=38, 46.9%); 31-40 years (n=33, 40.8%); 21-30 years (n=1, 1.3%).

**Research Question One:** Which principles of andragogy can CEOs in the outsourcing industry, Lagos State identify?

**Table 2:** Summary of Participants’ Responses on the principles of andragogy identified by CEOs in the outsourcing industry, Lagos State.

S/N.	Items	5	4	3	2	1	$\bar{x}$
CEOs can identify the principles of andragogy as:							
1	Need to know	41 (51%)	39 (48%)	0 (0%)	1 (1%)	0 (0%)	4.48
2	Self-concept	39 (48%)	28 (47%)	3 (4%)	1 (1%)	0 (0%)	4.42
3	Adult learner experience	44 (54%)	36 (44%)	0 (0%)	1 (1%)	0 (0%)	4.52
4	Readiness to learn	45 (56%)	34 (42%)	0 (0%)	2 (3%)	0 (0%)	4.51
5	Orientation to learning	36 (44%)	43 (53%)	1 (1%)	1 (1%)	0 (0%)	4.41
6	Motivation to learn	43 (53%)	33 (41%)	2 (3%)	3 (4%)	0 (0%)	4.43
<b>Weighted Mean</b>							<b>4.46</b>
KEY: 5=Always True; 4=Usually True; 3=Neutral; 2=Rarely True; 1=Never True; Mean= $\bar{X}$ ; SD=Standard Deviation							

Note: Author’s Field Research, 2022

Table 2 uses the weighted mean (WM = 4.46) as a benchmark and it is observed that the participants can identify principles of andragogy such as the need to know ( $\bar{x}$  = 4.48), adult learner experience ( $\bar{x}$  = 4.52), and readiness to learn ( $\bar{x}$  = 4.51) because the individual mean is higher than the weighted mean. However, the participants cannot identify principles of andragogy in adult learning such as self-concept ( $\bar{x}$  = 4.42), orientation to learning ( $\bar{x}$  = 4.41), and motivation to learn ( $\bar{x}$  = 4.43) because the individual mean is lower than the weighted mean. It can be deduced from the responses of the participants that CEOs can identify the need to know, adult learner experience, and readiness to learn as principles of andragogy but not principles of self-concept, orientation to learning, and motivation to learn.

**Research Question Two:** What methods of leadership development are available to CEOs in the outsourcing industry, Lagos State?

**Table 3:** Summary of Participants' responses on the methods of leadership development available to CEOs in the outsourcing industry, Lagos State

S/N.	Statement	5	4	3	2	1	$\bar{X}$	SD	
Methods of leadership development available to CEOs:									
1	Peer-to-peer exchange/ learning	29 (36%)	49 (61%)	0 (0%)	2 (3%)	1 (1%)	4.27	0.70	
2	Mentoring programme	49 (61%)	27 (33%)	0 (0%)	3 (4%)	2 (3%)	4.46	0.88	
3	Coaching programme	30 (37%)	46 (57%)	0 (0%)	3 (3%)	2 (3%)	4.22	0.84	
4	Executive development programme	5 (47%)	41 (51%)	0 (0%)	2 (3%)	0 (0%)	4.42	0.63	
5	Strategy sessions/ meetings	41 (51%)	34 (42%)	1 (1%)	2 (3%)	2 (3%)	4.40	0.86	
6	Performance management	41 (51%)	34 (42%)	1 (1%)	4 (5%)	1 (1%)	4.36	0.84	
7	Succession planning	33 (41%)	33 (41%)	13 (16%)	2 (3%)	0 (0%)	4.20	0.79	
<b>Weighted Mean</b>							<b>4.33</b>		
KEY: 5=Always True; 4=Usually True; 3=Neutral; 2=Rarely True; 1=Never True; Mean = $\bar{X}$ ; SD=Standard Deviation									

**Note:** Author's Field Research, 2022.

Table 3 uses the weighted mean (WM = 4.33) as a benchmark and observes that participants perceived that the methods of leadership development available to them in the outsourcing industry are mentoring programme ( $\bar{x}$  = 4.46), executive development programme ( $\bar{x}$  = 4.42), strategy session/meeting ( $\bar{x}$  = 4.40), and performance management ( $\bar{x}$  = 4.36) because these are higher than the weighted mean. But the participants do not perceive peer-to-peer exchange/learning ( $\bar{x}$  = 4.27), coaching programme ( $\bar{x}$  = 4.22), and succession planning ( $\bar{x}$  = 4.20) as methods of leadership development in the outsourcing industry because they are lower than the weighted mean.

Mentoring programme, executive development programme, strategy sessions/meetings, and performance management are methods of leadership development available to CEOs in the outsourcing industry.

**Research Question Three:** To what extent are CEOs aware of andragogical principles of adult learning for leadership training and development in the outsourcing industry, Lagos State?

**Table 4:** Participants’ awareness of andragogical principles of adult learning for leadership training and development in the outsourcing industry, Lagos State.

S/N.	Statement	5	4	3	2	1	$\bar{X}$	SD
1	CEOs like to know why leadership training and development programme is significant to career	41 (51%)	34 (42%)	1 (1%)	4 (5%)	1 (1%)	4.36	0.84
2	CEOs are self-directed learners	40 (49%)	32 (40%)	6 (7%)	2 (3%)	1 (1%)	4.33	0.82
3	CEOs have a wealth of experience as leaders	41 (51%)	34 (42%)	1 (1%)	2 (3%)	2 (3%)	4.40	0.86
4	CEOs have readiness to learn to develop their leadership capabilities	44 (54%)	35 (43%)	0 (0%)	1 (1%)	1 (1%)	4.48	0.69
5	CEOs are oriented toward leadership training and development	35 (43%)	41 (51%)	0 (0%)	4 (5%)	1 (1%)	4.30	0.81
6	CEOs are motivated towards leadership training and development	38 (47%)	41 (51%)	0 (0%)	1 (1%)	1 (1%)	4.41	0.69
<b>Weighted Mean</b>							<b>4.35</b>	

KEY: 5=Extremely aware; 4=Moderately aware; 3=Somewhat aware; 2=Slightly aware; 1=Not at all familiar; Mean=  $\bar{X}$ ; Standard Deviation=SD

Note: Author’s Field Research, 2022.

Note: Author’s Field Research, 2022.

Table 4 uses the weighted mean (WM = 4.33) as a benchmark and it is observed that all the items attract positive responses. The result shows that the CEOs are aware of the andragogical principles of adult learning for leadership training and development in the outsourcing industry. CEOs like to know why leadership training and development programme is important to their career ( $\bar{x}$  = 4.36), have a wealth of experience as leaders (= 4.40), have the readiness to learn to develop their leadership capabilities (= 4.48), and are motivated towards leadership training and development (= 4.41) because the items are higher than the weighted mean. The CEOs neither perceive themselves as self-directed learners (= 4.33) nor are oriented towards leadership training and development (= 4.30) because the items are lower than the weighted mean. It can be deduced from the responses of the participants that CEOs are moderately aware of the andragogical principles of adult learning for their leadership training and development in the outsourcing industry.

**Research Hypothesis One:** There is no significant relationship between andragogical principles of adult learning and leadership training of CEOs in the outsourcing industry, Lagos State

**Table 5:** Correlation between andragogical principles of adult learning and leadership training of CEOs in the outsourcing industry, Lagos State.

Variables	No	$\bar{x}$	SD	(r)	P	Remark
Influence of andragogical principles on adult learning	81	14.58	0.63	0.22*	< 0.05	Significant
Leadership Training of Chief Executive Officer in the outsourcing industry, Lagos State	81	14.33	0.57			

Note: Author's Field Research, 2022.

Significant @  $p < 0.05$ ;  $n = 83$ .

Table 5 presents the Pearson Product Moment Correlation result of the relationship between andragogical principles of adult learning and leadership training of CEOs in the outsourcing industry, Lagos State. The table reveals positive low significant relationship between the variables at ( $r = 0.22$ ,  $p < 0.05$ ). It implies that there is a positive significant influence of andragogical principles of adult learning on leadership training of CEOs in the outsourcing Industry in Lagos State.

**Research Hypothesis Two:** There is no significant relationship between andragogical principles of adult learning and leadership development of CEOs in the outsourcing industry, Lagos State.

**Table 6:** Correlation between Andragogical principles of adult learning and leadership development of CEOs in the outsourcing industry in Lagos State.

Variables	No	$\bar{x}$	SD	(r)	P	Remark
Influence of andragogical principles on adult learning	81	14.58	0.63	0.49*	< 0.05	Significant
Leadership Development of CEOs in the outsourcing industry in Lagos State	81	14.52	0.59			

Note: Author's Field Research, 2022.

Significant @  $p < 0.05$ ;  $n = 83$ .

Table 6 presents the Pearson Product Moment Correlation result of the relationship between andragogical principles of adult learning and leadership development of CEOs in the outsourcing industry, Lagos State. The table reveals positive moderate significant relationship between the variables at ( $r = 0.49$ ,  $p < 0.05$ ). It implies that there is a positive significant influence of andragogy on the leadership development of CEOs in the outsourcing industry in Lagos State.

### **Discussions of Findings**

The findings show that CEOs can identify the principles of andragogy in adult learning. The CEOs exhibit characteristics of adult learning which forms the basis for the inclination towards a preference for the principles of andragogy in learning and leadership development. The finding agrees with Kapur (2019), Cochran & Brown (2016), and Pappas (2013) who have corroborated Knowles (1984) who have identified the basic assumptions and principles of andragogy for helping adults to learn.

CEOs can access different methods of leadership development available to them in organisations in the outsourcing industry. These range from peer-to-peer exchange, mentoring, coaching, and executive education programmes that are one-on-one development programmes between the individual CEOs and counterparts to organisation-based learning programmes such as strategy sessions, performance management, and succession planning that sharpen and align the capabilities of the CEOs with the corporate goals of the organisations. Day (2007) drew a spectrum of the methods of leadership development in organisations to cover one-on-one and organisation-based development plans. The finding is supported by Janasz & Peiperl (2015) who submitted that CEOs need mentoring in every facet of their career and turn to high-profile veteran leaders from outside their organisations for leadership development. Dotiwala & Kumra (2014) identified learning from peers, mentors, and hybrid executive development programmes as methods of leadership development but the finding does not perceive learning from peers as one of the methods of leadership development in the outsourcing industry, Lagos State.

The analysis of findings from the study showed that CEOs are aware of the application of andragogical principles of adult learning in leadership training and development in the outsourcing industry. They expect that as adult learners their training programmes and development plans should be learner-centric and fit their characteristics. This result corroborates Weinstein (2004) who submitted that 33 CEOs investigated could describe how they learn using adult learning principles of andragogy and showed similar stories that were consistent with themes around the characteristics of adult learners and assumptions of andragogy.

The analysis of findings from the study shows that andragogical principles of adult learning influence the leadership training of CEOs in outsourcing industry. The study indicated a positive low significant ( $r = 0.22$ ,  $p < 0.05$ ) influence of andragogical principles of adult learning on leadership

training of CEOs in the outsourcing industry in Lagos State. This result agrees with McCauley, Hammer & Hinojosa (2017) that concluded that andragogy and its six principles served as a guiding framework for the selection and development of leadership instructional tools and the creation of individualised learning experiences for adult learners. On their part, Kaufman, Carter, Rudd, and Moore (2016) found that adult learning improved when learners were involved in the planning and implementation of their learning experiences as adult learners. It is only through andragogical principles of adult learning that the process of leadership training is learner-centric, and successful implementation of learning outcomes is predicated on the characteristics of the CEOs as adult learners.

Furthermore, the finding shows that andragogical principles of adult learning influence leadership development of CEOs in the outsourcing industry. The study revealed a positive moderate significant ( $r = 0.49, p < 0.05$ ) influence of andragogical principles of adult learning on the leadership development of CEOs in the outsourcing industry in Lagos State. Joo & Kim (2016) have investigated the impact of andragogical principles of adult learning on the leadership development of school principals as adult educators and adult learners and established a correlation between the variables. Smith, Kempster & Wenger-Trayner (2018) studied 25 owner-managers of small businesses to correlate the pedagogic heuristic of the community of practice with their leadership development and found that the respondents exhibited a context for participative learning in a learning environment that indicated principles of adult learning. Although the focus of Smith, Kempster & Wenger-Trayner (2018) was pedagogical, there is a contextual undercurrent of andragogical principles because their respondents were adult learners.

## **Conclusions**

This study has demonstrated that andragogical principles of adult learning correlated with leadership training and development of CEOs in the outsourcing industry in Lagos State. The CEOs are aware of the six principles of adult learning. They know why they embark on leadership training and development programmes for their career growth and development. They recognise themselves as self-directed learners who have wealth of experience as leaders. They exhibit readiness to learn and are oriented towards leadership training and development in the organisation. They are also motivated toward leadership training and development. Also, the CEOs are aware of the different channels

available to them to develop themselves in the organisation. The principles of andragogical learning influence their leadership training and development programmes in the organisation.

### **Recommendations**

The study makes recommendations based on its findings as follows:

- Organisations should revise and update their leadership training and development plan and programmes by engaging CEOs in the process of curriculum development and ensuring that the human resources department or their training consultants carry out a training needs analysis that recognise the characteristics of CEOs as adult learners. The process should train the CEOs to identify all the six principles of andragogy with emphasis on self-concept, orientation to learning, and motivation to learn.
- Organisations should leverage the individual-level activities of CEOs in leadership development such as peer-to-peer exchange/learning, coaching programme and mentoring to promote organisation-based methods of leadership development for effective leadership, management of the organisation, and succession management.
- Organisations should insist that their training consultant apply andragogical principles of adult learning when developing coaching, and mentoring manuals and programmes for their CEOs. Organisations should also redesign their performance matrix to measure the extent of awareness of andragogical principles of adult learning of their CEOs and their ability to adapt the principles for succession planning, and business sustainability.
- The andragogical principles of adult learning should form the basis for planning, designing, and implementing leadership training for CEOs in the outsourcing industry, Lagos State because CEOs produce better results when they are treated as adult learners.
- The application of andragogical principles of adult learning into the leadership development programmes of CEOs in the outsourcing industry will improve their competencies to achieve organisational goals. CEOs will be motivated as adult learners and want to excel on the job. The CEOs will be able to focus on their career growth because they have the confidence that their organisations have the right models to enrich their career development.

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