

## **Training on Leadership and Administrative Skills as Correlate of Effective Administration of Adult Education Programmes in South East Nigeria**

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### **Abstract**

This study determined the relationship between training on leadership and administrative skills of adult educators and effective administration of Adult education programmes in South-east Nigeria. The study adopted a correlation survey research design. The sample of the study was all the 75 Adult Educators in the five tertiary institutions that offer Adult education programme in the South-east Nigeria. Census sampling technique was used for the study. The instruments for data collection were researcher developed questionnaire titled: Training on Leadership and Administrative skills Questionnaire” (TLASQ) and Effective Administration of Adult Education Questionnaire (EAAEQ). The instruments were validated by three experts. Pearson product moment correlation was used to answer the seven research questions raised for the study while linear regression analysis was used to test the null the hypotheses that guided the study at 0.05 level of significance. The findings showed among others that training on leadership skills as well as training on administrative skills significantly to a positive very high extent relate to effective administration of programmes in the South East, Nigeria. Based on the findings, it was recommended among others that Non-Governmental Organizations and other stakeholders should collaborate with the government in organizing regular workshops and orientations to the adult educators in order to enable them acquire communication and other necessary skills that will enhance the administrative effectiveness of adult education programme.

**Keywords:** Training, Leadership, Administrative, Skills, effective administration, adult education programmes.

## INTRODUCTION

Education is the instrument for sustainable growth and development of any society. It is the greatest device man has created for his own continual improvement because it gives him understanding and enlightenment, improves his intellect, knowledge and skills as well as attitudes to his environment (Okorie & Echezue, 2019). It could also be described as the transmission of knowledge, skills, values and character traits that manifest in various forms and the development of the abilities of the mind and also a holistic and multidimensional process that encompasses Various aspects of human development which includes - personal growth, social development, emotional development, physical development, cultural development, creative development, and civic development (BOK, 2019)

According to Gerald, (2020) Education is the process of developing knowledge, skills and competencies within individuals or organizations to enhance their ability to perform effectively and achieve their goals, this involves not just the acquisition of academic knowledge but also practical skills, critical thinking and problem solving ability. The ultimate aim of education is to empower Individuals or groups to reach their full potential, take on new challenges, adapt to changing environment and improve their performance and productivity

Thus, Adult education as a form of education plays a crucial role in shaping the nation into a desirable technological, sociological and economical viable society. Nzeneri (2008) added that it emphasizes on lifelong learning, acts as a process and agents of freedom, an instrument for adjustment, for self and national development, for cultural awareness and integration, for conscientization as well as group dynamism. Eleberi, Mbadiwe and Owede (2014) describes adult education as the process of equipping individuals for life, specifically with the intention of assisting them live a fulfilled life or achieve their dreams. It could also be describe as the process of equipping adults with knowledge, competencies and competencies to enhance their personal and professional development. As stated in UNESCO conference (2015) adult education aims at providing adults with literacy and basic skills: ensure continuous training and professional development. It also involves the capacity of all those abilities which will enable

individuals to control his environment, fulfill all his responsibilities and possibilities, change his behaviour and shape their personality into desirable and acceptable manner.

Adult education spearhead the development of both the community and the nation by building individuals capacity. Adetuyi and Ajibade (2016) take a broader view of adult education as it cut across wide range of human endeavors in the form of literacy education, civic education, agriculture extension education, health extension education, mass education, population education, peace education, women education, consumer education, community education and so on. However, the skills, potentials, talent, knowledge, opportunities and productive capacity of adults can be expanded and enhanced through adult education and it's programmes.

Adult education programmes are those structured learning opportunities designed to help adults acquire new skills, knowledge and qualifications or to pursue personal development Adult education is the driving force for development and building up of abilities. As astipulated by FRN (2014) in her National policy on Education, which include -

1. To provide functional literacy education for adults who have never had the advantage of any formal education.
2. To provide functional and remedial education for young people who prematurely dropped out of the former school system.
3. To provide further education for different categories of completers of the formal education system in other to improve their basic knowledge and skills and for public enlightenment.
4. Provide in-service, on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills; and
5. Give the adult citizens of the country necessary aesthetic, cultural and civil education for public enlightenment.

To achieve these objectives, it is very important and necessary that adult education must be effectively managed. Effective management and administration of adult education implies a situation where the above stated objectives of the adult education are all achieved. Administration is defined as the process of managing and organising resources to achieve a specific goal or objective. The type of administration can vary depending on the context and

purpose of the organisation or institution (Van, 2018). Similarly, Nwachukwu (2018) described Administration as the co-ordination of all resources of an organisation through the process of planning, organising, directing and controlling in order to attain organisational objective. We can now say that administration is the planning management, organisation, directing and leading organisational members and using all other organisation resources to achieve some set goals.

Furthermore, the administration of adult education involves managing and overseeing programmes, resources and activities designed to educate and train adult. Administration of adult education involves overseeing the planning implementation and evaluation of educational programmes designed for adults, Haya, (2010) asserted that adult education requires understanding adult learning theories, recognising diverse learner needs and maintaining a flexible approach to programme delivery to accommodate varying schedules and learning styles and activities. The achievement of the goals of adult education is depended on the utilization of personnel resources. Therefore effective management and administration of adult education is achievable and realistic to a large extent through the effective utilization of personnel resources and through training and retraining of its human resources through capacity building programmes.

Adult educators encompass much different type of persons and many different roles, it has to do with people working in various sectorial fields. An adult educator is someone who teaches and facilitates learning experiences for adults. They may work in various settings such as universities, community colleges, vocational schools or workplace training programmes (Lamm, 2017). Adult educators often design and deliver courses tailored in the specifics needs and interest of adult learners helping them acquire new skills, further their education or advance in their careers. They could be seen as a facilitator of learning by creating and implementing instructional activities which help adult learners acquire knowledge and skills. Adult educators provide guidance and support to adult learners by helping them navigate their educational journey and achieve their goals. They empower adult to continue learning, adapt to new challenges and achieve their personal and professional goals.

One can therefore opine that adult educators are very important personnel in the realization of Nigeria educational objective enshrined in the National Policy on Education. However, in order to effectively function as adult educators, there are certain skills and trainings required from adult educators to be successful in administering their duties. Clover (2017) outlined some of these trainings to include training on leadership and administrative skills.

Training on leadership skills for adult educators is defined as the development of knowledge, attitudes, and behaviors necessary to effectively lead and manage adult education programs, teams, and organizations. This comprehensive training enables adult educators to inspire, motivate, and empower learners, colleagues, and communities. At its core, leadership skills training encompasses several key components. These include visionary leadership, strategic planning, effective communication, coaching and mentoring, change management, emotional intelligence, collaborative leadership, decision-making, and problem-solving. Additionally, diversity, equity, and inclusion are integral aspects of this training, ensuring culturally responsive leadership and addressing systemic barriers and biases. For Kouzes and Posner (2017), training on Leadership skills is the process of helping adult educators develop their capabilities to lead effectively, and it involves enhancing their knowledge, skills, and abilities to mobilize and inspire others.

Training on leadership skills for adult educators is designed to enhance their capacity to effectively lead and manage adult education programs, teams, and organizations. The primary objective of this training is to develop the knowledge, attitudes, and behaviors necessary for visionary leadership, strategic planning, effective communication, coaching, and change management. To achieve this, the training focuses on key competencies such as developing and articulating a clear vision, setting realistic goals, and building and maintaining relationships. It also emphasizes emotional intelligence, collaborative leadership, decision-making, and problem-solving. Additionally, the training covers diversity, equity, and inclusion, ensuring culturally responsive leadership and addressing systemic barriers and biases. The training employs various methods, including workshops, coaching, case studies, role-playing, action learning projects, online courses, and 360-degree feedback assessments. These approaches

facilitate improved leadership confidence and competence, enhanced program management, effective communication, collaboration, decision-making, adaptability, and resilience.

Furthermore, training on administrative skills for adult educators is designed to enhance their capacity to effectively manage and administer adult education programs, resources, and services. This comprehensive training encompasses various key components, including program planning and management, budgeting and financial management, human resources management, communication and interpersonal skills, record-keeping and data management, quality assurance and evaluation, policy implementation and compliance, strategic planning and goal-setting, time management and organization, and technology integration and digital literacy. The primary objective of this training is to equip adult educators with the necessary knowledge, attitudes, and competencies to efficiently manage programs, allocate resources effectively, supervise staff and volunteers, communicate with stakeholders, maintain accurate records, evaluate program effectiveness, implement policies and procedures, plan for sustainability, and leverage technology to streamline operations. By acquiring these administrative skills, adult educators can significantly enhance their ability to: Manage programs efficiently, Allocate resources effectively, Supervise staff and volunteers, Communicate with stakeholders, Maintain accurate records, Evaluate program effectiveness, Implement policies and procedures, Plan for sustainability and Utilize technology to streamline operations

In contemporary educational discourse the effective administration of adult education programme is increasingly recognized as pivotal to societal development and individual empowerment. Nowhere is this more pertinent than in south East, Nigeria. Where the landscape of adult education is shaped by unique socio-economic, cultural and political dynamics. At the heart of ensuring the success of this programmes lies the need for training on leadership and administrative skills. These trainings for adult educators encompasses a multifaceted approach that goes beyond mere pedagogical skills to include competence in curriculum development, instructional strategies tailored to adult learners needs and an understanding of the socio-cultural contexts within which education is imparted. In the context of south East, Nigeria, where caring levels of educational attainment among Adult learners' present distinct

challenges, thus the need for well-equipped educators become more pronounced. It is therefore based on the importance of adult education programme in that this study seeks to investigate the correlation between adult educators training on leadership and administrative skills and effective administration of adult education programmes in South East Nigeria.

A number of similar studies was conducted by different authors. For instance Lambert (2013) study maintained that an adult educator trained in administrative and leadership skills will understand the principles of administration. Similarly, Aruma (2015) study opined that the leadership skills enable adult educators to lead effectively, manage educational programmes efficiently and contribute positively to the learning experiences of adult learners. Furthermore, Amede and Adetayo (2021) on capacity building as a genuine mechanism for achieving human capital development in Nigeria revealed among others that teachers capacity building does not only enhance their instructional delivery but enables them improve on their instructional leadership. In the same vein Imasaja (2016) study on effects of Capacity Development Strategies on the performance of Development for International Development in Kenya revealed that well prepared and trained adult educator has the right frame of mind and skills to effectively implement a new kind of adult education policies and programmes. More still, Al-Mustapha (2017) examines the effectiveness of capacity development on construction firms in North Western Nigeria and found that capacity building significantly improved the leadership and administrative performance of workers in a construction firms.

While these studies shared certain variables with the current research, they distinctly differed in their purpose, research questions, geographical scope, and primary focus. None of these studies to the best knowledge of the researcher specifically investigated the correlation between training on leadership and administrative skills of Adult Educators and effective administration of adult education program in South East Nigeria. This presents a compelling opportunity for the present study to contribute novel insights and bridge the existing research gap in this region.

## **STATEMENT OF THE PROBLEM**

Adult Education is one of the fundamental factors of development and no nation can achieve sustainable economic developments without first investing in human capital, It improves the quality of their lives and leads to broad-social benefits to individuals and society. Adult education is supposed to equip individuals with knowledge as well as skills capable of enhancing their potentials and capabilities in making effective contributions towards the social economic and environmental sustainability of communities in Nigeria

Adult education is geared towards training the populace on entrepreneurship education in a bid to overcome abject poverty and also empower learners to be self-reliant because of the prevailing situation of things in the country. Adult education plays a crucial role in empowering individuals by providing them with skills, knowledge and opportunities for social and economic mobility through its programmes.

The efficacy of adult education programs in South East Nigeria has become a pressing concern due to the increasing demand for quality education and skills development among adult learners. However, the successful implementation of these programs heavily relies on the competence and proficiency of adult educators in leadership and administrative skills. The current state of adult education in the region indicates that there are deficiencies in the management and organization of programs, which could be attributed to inadequate training in these essential skills. To address this issue, it is crucial to investigate the correlation between adult educators' training in leadership and administrative skills and the overall effectiveness of adult education programs. This entails examining the extent to which the current training programs for adult educators contribute to their professional development and the success of the educational programs they manage.

### **PURPOSE OF THE STUDY**

The purpose of this study is to investigate the relationship between adult educators training on leadership and administrative skills and effective administration of adult education programmes in South East Nigeria. Specifically, the study sought to:



1. find out the extent training on leadership skills of adult educators relates to effective administration of Adult Education programmes in the South East
2. determine the extent training on administrative skills of adult educators relates to effective administration of Adult Education programmes in the South East

## RESEARCH QUESTIONS

The following research questions guided the study

1. To what extent does training on leadership skills of adult educators relates to effective administration of Adult Education programmes in the South East
3. To what extent does training on administrative skills of adult educators relates to effective administration of Adult Education programmes in the South East

## HYPOTHESES

The following null hypotheses are formulated for the study and will be tested at 0.05 level of significance.

H0<sub>1</sub>: There is no significance relationship between training on leadership skills of adult educators and effective administration of Adult Education programmes in the South East

H0<sub>2</sub>: There is no significance relationship between training on administrative skills of adult educators and effective administration of Adult Education programmes in the South East

## METHODOLOGY

The correlational survey design was used for this study. The study was carried out in the South-East region of Nigeria which is strategically located at latitude 45 degrees North longitude 60 degrees east and covers an area of 76,000km square. The region is made up of five states

namely, Abia, Anambra, Ebonyi Enugu and Imo State. The population for the study was all the 75 adult educators from five tertiary institutions in the South East. This comprises 9 from Alvan Ikoku College of Education Owerri Imo State, 5 from Michael Okpara University of Agriculture Umudike, Abia State, 15 from Nnamdi Azikiwe University Awka, 40 from University of Nigeria Nsukka, Enugu State and 6 from Enugu State University of Science and Technology Enugu State. Because of the manageable numbers of the population, census sampling was used for all the 75 adult educators in the five tertiary institutions that offer Adult education programmes in South East Nigeria.

Two sets of researcher-developed instruments were titled "Training on Leadership and Administrative Skills Questionnaire" (TLASQ) and "Effective Administration Questionnaire" (EAQ). These were used for data collection. The questionnaires consist of twenty-seven (27) items. The instruments were designed in line with a four-point scale; Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). They are rated as 4 points, 3 points, 2 points, and 1 point respectively for positive item statements while the reverse is the case for negative item statements. The instruments were given face validity by three experts, two Adult and Continuing Education and one expert in Educational Measurement and Evaluation all from College of Education, Michael Okpara University of Agriculture, Umudike. The reliability of the instruments was established using the test-retest method for stability while the internal consistency of the instrument was established using the Cronbach alpha method. The researcher and five (5) well-briefed research assistants who reside in the five states in South East administered the instruments. On the spot collection and effective follow-up technique was used by the researcher and the assistants. The data collected from the field were analyzed using Pearson Product Moment Correlation Coefficient ( $r$ ) and coefficient of determination ( $R^2$ ) to answer the research questions while Linear Regression Analysis was used to test the null hypotheses at 0.05 level of significance. The acceptance or rejection of null hypotheses was based on the  $F$ -calculated value and  $F$ -table value. This means that when the  $p$ -value is greater than the alpha value, the null hypothesis was not rejected but if otherwise, the null hypothesis was rejected.

## RESULTS

The results of the study were presented in tables and based on the research questions and the hypotheses that guided the study.

### Research Question One

To what extent does training on leadership skills of Adult educators relate to effective administration of Adult Education programmes in the South East, Nigeria?

Data for answering research question 1 are presented in Table 1.

**Table 1: Correlation Matrix of Relationship between training on leadership skills of Adult educators and effective administration of Adult Education programmes in South-east Nigeria**

		TLS	EAAE
TLS	Pearson	1	.869
	Sig (2-tailed)		.000
	N	72	72
	R <sup>2</sup>	(0.755) 75.5%	
EAAE	Pearson	.869	1
	Sig. (2-tailed)	.000	
	N	72	72

TLS= Training on Leadership Skills, EAAE= Effective Administration of Programmes

Data in Table 4.1 indicate a correlation coefficient (r) of .869 which is positive and within the coefficient limit of  $\pm 0.80$  and above indicating strong, positive and a very high extent relationship. This however implies that training on leadership skills of Adult educators to a very high extent relate to effective administration of programmes in the South East, Nigeria. The coefficient of determination (R<sup>2</sup>) of 0.755 indicates that 75.5% of the variance observed in the effective administration of programmes in the South East, Nigeria was accounted for, by the training on leadership skills of Adult educators.

### Hypothesis One

There is no significant relationship between training on leadership skills of Adult educators and effective administration of Adult Education programmes in the South East, Nigeria.

Data for testing hypothesis 1 are presented in Table 4.2.

**Table 4.2: Linear Regression Analysis of the Relationship between training on leadership skills of Adult educators and effective administration of Adult Education programmes in the South East Nigeria**

Model	Sum	Df	Mean Square	F	Sig.
of Squares					
Regression	3043.221	1	3043.221	36.228	.000 <sup>b</sup>
Residual	5964.405	71	84.001		
Total	9007.626	72			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The data in the Table 4.2 showed a probability (P) - value of 0.000 which is less than the alpha value 0.05. Since the P-value is less than 0.05 alpha value, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between training on leadership skills of Adult educators and effective administration of programmes in the South East, Nigeria.

### Research Question Two

To what extent does training on Administrative skills of Adult educators relate to effective administration of Adult Education programmes in the South East, Nigeria?

Data for answering research question 2 are presented in Table 2.

**Table 2: Correlation Matrix of Relationship between training on Administrative skills of Adult educators and effective administration of Adult Education programmes in South-east Nigeria**

		TAS	EAAE
	Pearson	1	.874
TAS	Sig (2-tailed)		.001

<b>EAAE</b>	N	72	72
	R <sup>2</sup>	(0.764)	
		76.4%	
	Pearson	.874	1
	Sig. (2-tailed)	.001	
	N	72	72

TAS= Training on Administrative Skills, EAAE=Effective Administration of Programmes

Data in Table 4.3 reveals a correlation coefficient (r) of .874 which is positive and within the coefficient limit of  $\pm 0.80$  and above indicating strong, positive and a very high extent relationship. This however implies that training on Administrative skills of Adult educators to a very high extent relate to effective administration of programmes in the South East, Nigeria. The coefficient of determination ( $R^2$ ) of 0.764 indicates that 76.4% of the variance observed in the effective administration of programmes in the South East, Nigeria was accounted for, by the training on administrative skills of Adult educators.

### Hypothesis Two

There is no significant relationship between training on Administrative skills of Adult educators and effective administration of Adult Education programmes in the South East, Nigeria.

Data for testing hypothesis 2 are presented in Table 4.4.

**Table 3**      **Linear Regression Analysis of the Relationship between Administrative skills of Adult educators and effective administration of Adult Education programmes in the South East Nigeria**

Model	Sum	Df	Mean Square	F	Sig.
	of Squares				
Regression	3181.299	1	3812.217	38.643	.001 <sup>b</sup>
Residual	5845.071	71	82.325		
Total	9026.37	72			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The results in the Table 4.4 above revealed a P- value of 0.001 which is less than the alpha value of 0.05. Since the P-value is less than 0.05 alpha value, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between training on Administrative skills of Adult educators and effective administration of Adult Education programmes in the South East, Nigeria

## DISCUSSION OF FINDINGS

The findings of the study were discussed according to the research questions and the major findings of the study.

It was found in Table 4.2 of the study that training on leadership skills of Adult educators significantly to a positive very high extent relate to effective administration of adult education programmes in the South East, Nigeria. The results implies that the effective administration of adult education programmes is determined by the training they received in the area of leadership skills. The results specifically revealed that capacity buildings received in the area of leadership skills to a very high extent determine the effective administration of adult education programmes as it enables them to identify and achieve the programme goals, objectives and visions. It also enables them to respond to changing programme needs and priorities as well as enable them to adapt new methods of leadership and global best practices in adult education among others. The result agreed with Lambert (2013) who maintained that a adult educators is trained in in administrative and leadership skills will understand the principles of administration. The result also supported Aruma (2015) who opined that the leadership skills enable adult educators to lead effectively, manage educational programmes efficiently and contribute positively to the learning experiences of adult learners. The result further agreed the results from the earlier study by Amede and Adetayo (2021) which showed among others that teachers capacity building does not only enhance their instructional delivery but enables them improve on their instructional leadership.

It was found from Table 4.4 of the study that training on administrative skills of Adult educators significantly to a positive very high extent relate to effective administration of programmes in the South East, Nigeria. In other words, the results showed that the capacity building received by adult educators in the area of training on administrative skills relate to a high extent to effective administration of programmes in the South East, Nigeria. The results specifically showed that trainings on the administrative skills significantly to a very high extent determine adult educator's ability to have clear understanding of adult education programme mission and goals, their ability to effectively coordinate and manage programme resources as well as establish clear policies and procedure for programme operations among others. The result aligned with Imasaja (2016) who maintained that a well prepared and trained adult educator has the right frame of mind and skills to effectively implement a new kind of adult education policies and programmes. The result further supported the previous results from Al-Mustapha (2017) which showed that capacity building significantly improved the leadership and administrative performance of workers in a construction firms.

## CONCLUSION

This study determined the relationship between adult educators training on leadership and administrative skills and effective administration of adult education programme in South East, Nigeria. Based on the data collected and the analysis carried out, it could be concluded that training on leadership skills as well as training on administrative skills significantly to a positive very high extent relate to effective administration of programmes in the South East, Nigeria.

## RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations were made.

1. Government and the education stakeholders should prioritize and enhance leadership skills training for adult educators by implementing targeted professional development programs. These programs should focus on improving competencies such as communication, problem-solving, decision-making, and team-building. Additionally,

establishing mentorship and peer-support networks can further promote knowledge sharing and continuous learning among adult educators. Ensuring that leadership training is tailored to address the specific challenges and needs of adult educators in South East Nigeria is also crucial.

2. Government and the education stakeholders should Strengthen administrative skills training for adult educators. This can be achieved by providing comprehensive training on essential administrative skills, including planning, budgeting, resource allocation, and program evaluation. Incorporating technology and digital tools into administrative training can help streamline workflows and enhance efficiency. Regular needs assessments and feedback from adult educators should be incorporated to ensure training programs are contextualized and relevant to their unique needs and challenge.

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