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## CHALLENGES AND PROSPECTS OF SUPERVISION OF ADULT EDUCATION LEARNING CENTRES IN ANAMBRA STATE, NIGERIA, IN THE 21<sup>ST</sup> CENTURY



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### ABSTRACT:

Supervision is bound with the efficiency of learning and improvement of teaching/learning services. Adult education learning centres are closely associated with a vital empowerment of education. Hence, this paper focuses on investigating the challenges and prospects of supervision of adult education learning centres in Anambra State, Nigeria in the 21st Century. Four research questions guided the study. The population for the study was 692 adult participants drawn from the two local government areas of Awka and

Njikoka in Anambra State. The sample for the study was made up of 23 adult learning centres with a total number of 650 adult participants of Awka South and Njikoka adult education centres of Anambra State. The instrument used was questionnaire. Mean and standard deviation were used for analyzing the research questions. The findings of the study include among others that the role of supervision in Adult Education learning centres, should be made clear to the supervisors; that the time allocated to teaching/learning is not adequate, what more, non-uniformity of learning materials in Adult Education learning centres poses a lot of problems to the centres. Recommendations include among others that training, workshops, courses are necessary to improving supervisor's productivity for effective coordination of adequate supervision in adult education learning centres.

### KEYWORDS

*Challenges, Prospects, Supervision, Adult Education Centres.*

## INTRODUCTION

### BACKGROUND OF THE STUDY

At present, the society has become increasingly sophisticated and education has been formalized. Thus, supervision as an aspect of educational management is very important in educational services. In the 18th century, supervision was characterized by inspection for control and was carried out by layman (Onoyase, 1991). Supervision of education programmes in Nigeria is an aspect of quality control. It is bound with the efficiency of learning and improvement of the teaching/learning services. Supervision in Nigeria began as a process of external inspection as supervisors were inexperienced in the act of supervision because they had little or no formal training of the ethnics, concepts and practice of supervision. Until the take over to the control of schools by government in 1976, school supervision was left in the hands of the missionaries (Onoyase, 1991).

Supervision of educational programmes in Nigeria is a formal activity exercised by educational administrators. Just as the lecturers in tertiary institution supervises their students in the field of education, so do supervisor's supervisees' adult education learning centres for proper coordination and efficiency. Supervision has been defined by various authors. Equinyenga (2005) perceives supervision as an action taken to improve teaching and learning situation for learners. Educational supervision is a flexible process of education. It is not a fixed system. Its context and contents vary from place to place especially with adult education programmes and learning centres. The task of supervision in adult learning programmes is geared towards the improvement, observation, modification, correction of adult education and their improvement of teaching and learning situations (Nakpodia, 2006). Supervision forms part of the overall quality monitoring and improvement of the system.

Supervision is the process of stimulating professional growth and a means of helping educators to grow on the job. In the early years of the introduction of western education in Nigeria, supervision concentrated on educator's activity in education programs. They visit learning centres in order to blame the educators when they erred. Educators had to window dress to impress the supervisors once they are aware of their visit. The impression the educators had about supervision then was that supervisors were responsible for making judgment about educators and not helping them on how to teach and impact knowledge effectively (Onoyase, 1991).

Nations of the world have been faced with the challenges of providing for all its citizens education by 2015. Denga (2010) asserts that memories may be flashed back to the 50s when the universal declaration of human rights which retreats that everyone has a right to education. The right to education for all Nigerian citizens triggered the introduction of adult education programme in Nigeria, and its inclusion in the National Policy on Education. The National Policy on Education Fourth Edition (2004:25) specified the major aims and objectives of Adult Education to be:

- i) To provide functional literacy for adults who have never had the advantage of any formal education;
- ii) Provide functional and remedial education for those young people who prematurely dropped out of the formal school system;
- iii) Provide further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills;
- iv) Provide in-service, on-the-job, vocational and professional training for different categories of workers and professional in order to improve their skills; and
- v) Give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

The current aims and objectives is to provide individuals with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement, inculcating right values for independent thinking and providing opportunities for the individual adults to manipulative skills that will enable them to function effectively in the society and to realize their full potentials.

It is on this premise that the researcher investigated the challenges and prospects of supervision of adult education learning centres in Anambra state, Nigeria, in the 21st century.

## STATEMENT OF THE PROBLEM

Adult education learning centres supervision have been neglected for the past decade, yet it is supposed to be the single most important factor in achieving quality assurance in education and the overall success in adult education programmes in Nigeria. Supervision is the only way for sustaining effective ad efficient adult education centres in Nigeria, Anambra state inclusive, yet it lacks adequate trained supervisor for efficiency and effective supervision which is the bedrock of optimum success in any citadel of learning. the problem of this study therefore put in question form is: what are the challenges and prospects of supervision in Adult Education learning centres of Anambra state, Nigeria, in the 21st century.

## PURPOSE OF THE STUDY

The purpose of this study was to investigate the challenges and prospects of supervision of Adult Education learning centres in Anambra state, Nigeria, in the 21st century.

## SPECIFICALLY, THE STUDY INVESTIGATED

- 1.The role of supervision in Adult Education learning centres of Anambra state.
- 2.The current challenges of effective supervision of Adult Education learning centres in Anambra state.
- 3.The prospects for effective supervision of adult education learning centres in Anambra state.
- 4.The possible solutions to the identified problems of Adult Education learning centres in Anambra state.

## SCOPE OF THE STUDY

The study is limited to supervision of Adult Education learning centres in Anambra state, Challenges and prospects. It also focuses on the role of the supervisors in Adult Education learning centres, the current challenges of effective supervision of Adult Education learning centres, the prospects for effective supervision of Adult Education learning centres and the possible solutions to the identified problems.

## RESEARCH QUESTIONS

The following research questions guided this study:

- 1.What are the roles of supervision in Adult Education learning centres in Anambra state, Nigeria?
- 2.What are the current challenges of effective supervision of Adult Education learning centres in Anambra state, Nigeria?

3. What are the prospects for effective supervision of Adult Education learning centres in Anambra state?

4. What are the possible solutions to the identified problems of the Adult Education learning centres in Anambra state?

## RESEARCH METHOD

This study adopted a descriptive survey research design. Descriptive survey aims to collect data and describe it in a systematic manner, the characteristics features or facts about given population (Nworgu, 1991).

This study was conducted in Anambra state of Nigeria. Anambra state is one of the thirty six states of Nigeria. Anambra state is made up of 21 local government areas: Augata, Anambra East and West, Awka North and South, Anaocha, Ayamelum, Dunkofia, Ekwusigo, Idemili, North and South, Ihiala, Njikoka, Nnewi North and South, Ogbaru, Onitsha South and North, Orumba North and South and Oyi, all these make up Anambra state. Due to the enormous nature of the population involved, the 21 local government areas cannot be used. Since it is a survey research, two out of the 21 local government areas are used in this study representing 10%. Using simple random sampling technique (balloting), the two local government areas selected are: Awka South and Njikoka.

The population for the study comprises of all the Adult Education learning centres of the two local government areas of the state, Awka South and Njikoka.

Table 1: Adult education learning centres population and subjects for the study

| S/No               | Awka South Adult Learning Centres | Number of Participants |
|--------------------|-----------------------------------|------------------------|
| 1                  | Awka centre                       | 157                    |
| 2                  | Nise centre                       | 35                     |
| 3                  | Ezinato centre                    | 46                     |
| 4                  | Campus III Amawbia                | 15                     |
| 5                  | Igwedimma Amawbia                 | 25                     |
| 6                  | Nibe centre                       | 32                     |
| 7                  | Ezike-Nibo                        | 13                     |
| 8                  | Umuawulu                          | 36                     |
| 9                  | Udoka centre Awka                 | 16                     |
| 10                 | Orjiagu Mbaukwu                   | 4                      |
| 11                 | Prisons centres Awka              | 62                     |
| 12                 | Skill Acquisition centres         | 12                     |
| 13                 | Obuokpala centre Isiagu           | 18                     |
| <b>Grand Total</b> |                                   | <b>471</b>             |

Source: Awka South Local Government Area; Adult Education Unit.

Table 2: Adult education learning centres population and subjects for the study

| S/No               | Njikoka Adult Education Learning Centres | Number of Participants |
|--------------------|--|------------------------|
| 1                  | Holy Child Centres, Enugwu-Agidi         | 26                     |
| 2                  | St. Mark's Abagana Centre                | 30                     |
| 3                  | St. Michael Nawfia                       | 35                     |
| 4                  | Ebe-Ire Centre, Enugwu-ukwu              | 35                     |
| 5                  | Uruokwe, Centre, Enugwu-ukwu             | 20                     |
| 6                  | Ojoko Centre, Nawfia                     | 20                     |
| 7                  | Uruegbe Centre, Nimo                     | 25                     |
| 8                  | Community Primary Centre, Abbah          | 10                     |
| 9                  | Egbengwu Centre, Nimo                    | 20                     |
| 10                 | Skill Acquisition Centre, Abagana        | 20                     |
| <b>Grand Total</b> |  | <b>221</b>             |

Source: Njikoka Local Government Area, Adult Education Unit.

Table 3: Distribution of Adult Education learning Centres in the two local government areas selected for the study, population and participants for the study.

| S/No               | Local Government Area | Number of Adult Centes | Number of Participants |
|--------------------|-----------------------|------------------------|------------------------|
| 1                  | Awka South            | 13                     | 221                    |
| 2                  | Njikoka               | 10                     | 471                    |
| <b>Grand Total</b> |                       | <b>23</b>              | <b>692</b>             |

The table above shows the number of Adult Education learners in the two local government areas in the adult learning centres in Anambra state, Nigeira. 692 participants which makes up the population for this study. The entire population was used because of its manageable nature. In other words no sample was done.

The researcher used simple random sampling to draw out of the 21 local government areas. They are Awka South and Njikoka. From the two local government areas, Awka South was made up of 13 adult learning centres with a total number of 471 adult participants as their population. While Njikoka was made up of 10 adult learning centres with a total number of 221 adult participants as their population. The entire adult education learning centres represents 10% of the state local government areas for the study, which gives a total number of 23 adult education learning centres in the state, with a total number of 692 adult participants for the study.

The instrument for the study is questionnaire. Part A sought to collect personal data on the respondents. Part B which has 20 items was arranged in the three clusters to elicit information from supervision of Adult Education learning centres in Anambra state. It elicits information on the role of supervision in Adult Education learning centres, the current challenges of effective supervision of adult education learning centres, the prospects for effective supervision of adult education learning centres

and possible solutions to the identified problems. The questionnaire was structured on a modified four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The initial draft of the instrument made up of 24 items was subjected to face-validation and construct validation. The face validation was done by two specialists in education administration, two in measurement and evaluation. They were requested to rate the relevance, adequacy and comprehensiveness of the items. Their experts observation, comments and suggestions were incorporated in the modifications of the questionnaire consisting 20 items.

Based on the result obtained from trial testing, the internal consistency reliability coefficient using Cronbach Alpha method was established for each of the sub-sections of the instrument. The rationale for this trial testing is because the items were not dichotomously scored. The reliability index for the items in various sections and for all the items in the instrument is 0.58.

Copies of the 20 items were administered to 692 participants that were selected. The researcher visited the areas and administered the questionnaire to the subject personally on meeting days. The essence of administering the questionnaire to the subject personally was to make clarifications on the items whenever the need arose. This reduced likely errors that could have occurred in the process of filling the responses to items of the instrument. Based on this 99% return of the instrument was achieved.

Mean scores was used to analyse the three research questions. Any range above 2.50 is Agree on. While any range below 2.50 is Disagreed on.

## RESULTS

The table below analyses the data on this study according to research questions.

### Research Question One

What are the roles of supervision in Adult Education learning centres in Anambra State?

Table 4: Mean Rating ( $\bar{X}$ ) and Standard Deviation (S) of the supervision in Adult Education learning centres of Anambra state.

| S/No | Role of Supervision in Adult Education Centres  | $\bar{X}$ | S    | Interpretation |
|------|---|-----------|------|----------------|
| 1    | Supervisors are inexperienced in the field of supervision   | 3.60      | 1.12 | Agree          |
| 2    | The current location of adult education learning centres makes it inaccessible for effective supervision. | 2.90      | 1.06 | Agree          |
| 3    | Supervisors should be well motivated to perform effectively on the job.                                   | 3.94      | 1.14 | Agree          |
| 4    | Supervisors are fault finders.  | 3.65      | 1.13 | Agree          |



From the table 4 above, it is very clear that the respondents agreed on all the various items pertaining the role of supervision in Adult Education learning centres of Anambra state. This is because the mean rating that supervisors are inexperienced in the field of supervision scored 3.60, the current location of adult education learning centres makes it inaccessible for effective supervision scored 2.90, that supervisors should be well motivated to perform effectively on the job scored 3.94, and that supervisors are fault finders scored 3.65.

### Research Question Two

What are the current challenges of effective supervision of Adult Education learning centres in Anambra State?

Table 5: Mean Rating ( $\bar{X}$ ) and Standard Deviation (S) of current challenges of effective supervision of Adult Education learning centres of Anambra state.

| S/No | Current Challenges to Effective Supervision of Adult Education Learning Centres  | $\bar{X}$ | S    | Interpretation |
|------|--|-----------|------|----------------|
| 5    | The current location of adult education learning centres makes it inaccessible for effective supervision.                      | 2.90      | .99  | Agree          |
| 6    | Non-uniformity of supervision process by local, state and federal government educational supervisors creates a lot of problem. | 3.23      | 1.0  | Agree          |
| 7    | The supervision ratio is inadequate in the three tiers of local, state and federal government.                                 | 2.04      | .90  | Disagree       |
| 8    | There is poor funding in the supervision process.  | 3.36      | 1.63 | Agree          |

Table 5 above presents the responses from the study on the perceived current challenges affecting the effective supervision of adult education learning centres in Anambra state. Of the 4 items analysed, it was highly agreed that the current location of adult education learning centres makes it inaccessible for effective supervision process at the three tiers of the government scored 3.24. it was also revealed that supervision services are poorly funded by government at all levels with a score of 3.36. While, it is only on the supervision ratio being inadequate that was disagreed with score of 2.04.

### Research Question Three

What are the prospects for effective supervision of adult education learning centres in Anambra state?

Table 6: Mean Rating ( $\bar{X}$ ) and Standard Deviation (S) of the prospects for effective supervision of Adult Education learning centres of Anambra state.

| S/No | Prospects for Effective Supervision of Adult Education Learning Centres                               | $\bar{X}$ | S    | Interpretation |
|------|---|-----------|------|----------------|
| 9    | Supervisors should create better image of supervision.  | 3.50      | 1.12 | Agree          |
| 10   | Effective supervision should be done on regular bases to ensure efficiency.                           | 3.07      | 1.19 | Agree          |
| 11   | Adequate reinforcement will enable the supervisors to establish more learning centres for efficiency. | 3.07      | 1.16 | Agree          |
| 12   | Supervisors should be trained adequately to be able to be competent for the task ahead of them.       | 2.99      | 1.13 | Agree          |

Table 6 above shows that all the adult participants in the learning centres responded positively to all the items on the prospects for effective supervision to Adult Education learning centres in Anambra state. It was agreed that supervisors should create better image of supervision at all levels for efficiency and it scored 3.50. The participants also agreed that effective supervision should be done on regular basis to ensure efficiency and it equally scored 3.07. Adequate reinforcement will enable the supervisors to establish more learning centres for efficiency, and it scored 3.07, supervisors should be trained adequately to be able to be competent for the task ahead of them scored 2.99.

#### Research Question Four

What are the possible solutions to the identified problems of Adult Education learning centres in Anambra state?

Table 7: Mean Rating ( $\bar{X}$ ) and Standard Deviation (S) of possible solutions to the identified problems of Adult Education learning centres of Anambra state.

| S/No | Possible solutions to the Identified Problems  | $\bar{X}$ | S    | Interpretation |
|------|--|-----------|------|----------------|
| 13   | Supervisors are seen as experienced in the field of supervision.                                 | 3.00      | 1.05 | Agree          |
| 14   | The current location for Adult Education centres should be accessible for effective supervision. | 3.40      | 1.11 | Agree          |
| 15   | Supervisors should be well motivated to perform effectively on the job.                          | 3.60      | 1.63 | Agree          |

|    |  |      |      |          |
|----|--|------|------|----------|
| 16 | Supervisors should be restrained from fault finding process.   | 2.80 | 1.84 | Agree    |
| 17 | The period/time allocated to supervision should be adequate.   | 3.96 | 1.63 | Agree    |
| 18 | Uniformity in supervision should be encouraged at the local, state and federal levels of Adult Education learning centres. | 3.90 | 1.65 | Agree    |
| 19 | Government should implement later supervisors report of the supervision on the whole state.                                | 2.38 | 1.94 | Disagree |
| 20 | Government should pay more attention to funding of supervision process.  | 3.38 | 1.62 | Agree    |

Table 7 presents the summary of the respondents' responses on the perceived possible solutions to overcoming identified challenges of supervision of Adult Education learning centres. Of the 8 items, 7 items were accepted as they were above 2.50. Supervisors should be seen as well experienced in the field of supervision 3.00, the current location of adult education learning centres should be accessible for effective supervision 3.40, supervisors should be well motivated to perform on the job effectively 3.60, they should be restrained from fault finding process 2.80, time allocated to supervision should be adequate 3.96, uniformity in supervision should be encouraged at local, state and federal levels 3.90, and that government should improve funding of supervision process 3.38. While one of the items was rejected which is that government should implement later supervisor's report of supervision on the whole state which had a mean of 2.38.

## SUMMARY OF THE MAJOR FINDINGS

The following constitutes the summary of the results of this study.

- 1.The participants of the Adult Education in all the learning centres in Anambra state agreed that the role of supervision in Adult Education learning centres should be made very clear to the supervisor.
- 2.The current challenges for effective supervision of Adult Education learning centres in Anambra state was agreed as showing that the period/time allocated for supervision is inadequate for supervision.
- 3.All the participants of the Adult Education in all the learning centres in Anambra state agreed that supervisors should create better image of supervision for prospects and for the effective supervision of Adult Education learning centres in Anambra state.
- 4.The possible solution of identified challenges in Adult Education learning centres was agreed on except one. Uniformity in supervision should be encouraged at the local, state and federal levels for efficient results.

## DISCUSSION OF THE RESULTS

Role of supervision in Adult Education learning centres of Anambra state. The whole 4 items

were agreed on because, the supervisors are inexperienced in the field of supervision, supervision is quite ineffective because of the location of adult learning centres, they should be well motivated and above all they should not be seen as fault finders. Most of these could be seen, because supervision has been seen by different authors in the field of education administration. Neter and Krey (1971) in Egwunyega (2005), asserts that supervision is the phase of school administration which focuses primarily on the achievement of the appropriate instructional expectations of the educational system. Supervision is a critical examination and evaluation of an education programme designated place of learning so as to make it possible for necessary advice to be given for the purpose of educational improvement. Hence, supervision in Adult Education learning centres is very crucial as it will enable the supervisors to be well equipped and knowledgeable in the area of supervision to improve the adult learners and the instructional materials.

Current challenges of effective supervision of Adult Education learning centres in Anambra state. Table 5, out of the 4 items, 3 were agreed on. Onoyase (1991) views, agreed with one of the items that location of some learning centres makes it inaccessible for supervisors to visit such centres, as such effective supervision could not be carried out making the purpose of supervision to be very problematic. The other item, non-uniformity of supervision process by local, state and federal government creates a lot of problem, since the government neglects supervision reports and fails to use recommendations from the reports, (Nakpodia, 2006). What more, poor funding of Adult Education learning centres is equally a serious problem, killing almost all Adult Education learning centres from existence. Funding is one of the life wires of any programme, where this is lacking the programme dies a natural death – Adult Education learning centres inclusive.

Prospects for effective supervision of Adult Education learning centres in Anambra state. Table 6, all the 4 items were agreed on. Onoyase (1991) view agreed with one of the items that supervisors should create better image of supervision of effective supervision of Adult Education learning centres in Anambra state, to enable both the learners and the educators who normally window dress the situation of things when they suddenly learn that supervisors are coming. The other items, when supervision is properly done build the clientele and learning centres for efficiency. What more, adequate reinforcement will enable the supervisors for efficiency in establishing more learning centres. Supervisors should be trained adequately to be able to be competent for the task they handle. Human and material resources are too difficult to handle, but when the human aspect is well trained, it will help with the prospects for effective supervision of Adult Education learning centres in Anambra state.

Possible solution to the identified challenges of Adult Education learning centres in Anambra state. From table 7 above of the 8 items, 7 were agreed on as they were above 2.50 of the acceptance level. One of the items was rejected, which is that government should implement later supervision report/recommendations which had a mean score of 2.38. The perceived working solutions which include improved funding, attitudinal change of supervisors and supervisees, training and retraining and proper motivation. Ogundele (2001) is of the view that supervisors training and staff development are continuous life processes and are imperative because they add to quality of management processes.

## RECOMMENDATIONS

The following recommendations were made based on the findings of this study.

1. Training through seminars, workshops, courses are necessary in improving supervisors' productivity for effective coordination of adequate supervision for Adult Education learning centres.
2. Government should be diplomatic in implementation of supervision reports as it may jeopardize the

effective supervision of Adult Education learning centres where they will only be seen as fault finders.

3. Government should map out and grant more fund to the effective supervision of Adult Education learning centres as it is the only way to provide adequate instructional material needed for effective supervision.

4. Because Adult Education is a productive human development investment, the cost of adult learning must be seen in relation to the benefits that derive from reinforcing the competence of adults. The proper education of adults contributes to their self-reliance and personal autonomy to the exercise of basic rights and to increased productivity and labour efficiency. Other sources of funding should be explored in order to realise the potency of adult education learning centres.

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