

The Relevance Of Adequate Teachers In The Effective Implementation Of Migrant Fisherfolks' Children Education Programme In Rivers State Of Nigeria.

Prof. A. K. Okorosaye-Orubite

Faculty of Education

Department of Educational Foundations , University Of Port Harcourt, Rivers State, Nigeria

Livinus Ogbondah, Ph.D

(Senior Lecturer)

Faculty of Education

Department of Educational Foundations and Management, Ignatius Ajuru University of Education, Rivers State Nigeria

ABSTRACT

This study examined the relevance of adequate teachers in the effective implementation of migrant fisherfolks' children education programme in Rivers State of Nigeria. The population for the study was made up of all the teachers. All the 179 teachers constituted a sample for the study which is census from the 59 schools. The researchers designed a migrant fisherfolks education questionnaire (MFEQ) for teachers to gather data for the study. The questionnaire consisted of Likert-type items to elicit information. The reliability coefficient of the instrument was ascertained using Pearson Product Moment Correlation which gave the value of 0.92. Two research questions guided the study and two null hypotheses were formulated and tested for statistical significance at .05 alpha levels using one-way analysis of variance and chi-square (χ^2). The results showed that significant relationships exist between adequate teachers, appropriate teaching methods and effective implementation of the education of migrant fisherfolks' children. Based on these findings, recommendations were proffered which include recruitment of qualified teachers and the use of appropriate teaching methods such as mastery learning approaches and total quality management of learning.

Key words: Relevance, Adequate teachers, Effective implementation, Migrant Fisherfolks.

Introduction

The British Colonial Government extended formal education to pastoral nomads in Nigeria by introducing the “floating schools system” in 1940s. The programme fizzled out due to lack of proper policy and implementation. The local government upon whom the responsibility of primary education was put, was not allowed to handle the programme (Abubakar, 1996).

In a similar development, the editorial of the Nomadic Education News (1996) raced the nomadic education programme back to the colonial times when schools were established in some nomadic communities. An example of such schools was the Karkarku Nomadic Primary School in Daiwa Local Government Area of Katsina State which was established in 1953. The then colonial government did not continue with the programme as it was conceived to be on an experimental basis. The setback encountered was occasioned by the fact that the peculiar lifestyle and culture of the nomads were not adequately addressed. There were not teachers trained in the culture, philosophy and peculiar characteristics of nomadic education to be able to maintain the vision of nomadic schools.

In Rivers State, schools were established for migrant fisherfolks children in nine (9) local government areas as at 2012. The data provided by the Planning, Research and Statistics Department of the Ministry of Education Port Harcourt in 2012 shows that 59 migrant fisherfolks schools were established with a total enrolment of 5,062 pupils. The total numbers of teachers that served the established migrant fisherfolks schools was 179, consisting of 134 males and 45 females (p. 10).

It is against this background that it becomes pertinent to examine the relevance of adequate teachers in the effective implementation of migrant fisherfolks' children education programme in Rivers State of Nigeria.

Purpose of the Study

The study has the overall purpose of examining the relevance of adequate teachers in the programme. Specifically, the study is aimed at the following objectives:

- To determine the adequacy of teachers in the effective implementation of the migrant fisherfolks children education programme.
- To determine the adequacy of teaching methods used in the effective implementation of the migrant fisherfolks' children education programme.

Research Questions

In order to achieve the desired objectives, the following research questions were posited to guide the study.

- To what extent will qualified teachers relate to the effective implementation of migrant fisherfolks' children Education programme in Rivers State of Nigeria?
- To what extent do the teachers use the appropriate teaching methods to implement the migrant fisherfolks' children education programme in Rivers State of Nigeria?

Research Hypotheses

In order to provide answers to the questions above, the following null hypotheses were formulated:

- There is no significant difference between the qualified and unqualified teachers in the effective implementation of the migrant fisherfolks' children education in Rivers State of Nigeria.
- There is no significant relationship between appropriate teaching methods and effective implementation of the education of migrant fisherfolks' children in Rivers State of Nigeria.

Statement of the Problem

Education is a veritable instrument of change and development. For Nigeria to achieve the much desired scientific and technological developments, education must be accessible to all without prejudices. Certainly, no one would doubt that the migrant fisherfolks' children education programme is a very important programme embarked upon by the Federal Government of Nigeria in order to eradicate the serious problem in the educational sector of the country.

It is the teacher that is at the centre of execution and implementation of educational programmes. Therefore, it is the focus of this study to examine the relevance of adequate teachers in the effective implementation of the migrant fisherfolks' children education programme in Rivers State of Nigeria.

Scope of the Study

The researchers confine the study to the nine (9) riverine local government areas of Rivers State of Nigeria carefully targeted toward the fisherfolks who are engaged in different kinds of migrations with their families. Thus, the application of the research findings is generalized within the geographical areas of riverine in Rivers State of Nigeria. As such, the results could also be generalized to other riverine communities in other states with similar geographical and ecological terrains.

Literature Review

Who is a Teacher?

A teacher is a person who has got the teaching aptitude and who has undergone a period of professional training and is competent to teach in the classrooms. By teaching aptitude is meant the set of intrinsic values relating to intelligence, interest, emotions and other abilities (Mbakwem 2000:28).

In the same vein, the Nigerian Teachers' Service Manual (1990:3) defines a professional teacher as "a person who has the registrable professional qualification which enables him to be appointed to teach at any appropriate level of recognized education of Nigeria and who is of a sound mind and is mentally alert".

A teacher is one who underwent and completed a planned programme of training in a formal teacher training institutions and is exposed to an observed period of teaching practice (practicum) as part of the training after which he is adjudged competent to teach in an actual classroom situation (Mbakwem, 2000:28).

A teacher is a man of many parts who combines love of knowledge with ability to inspire others with his knowledge. Thus, the teacher is expected not only to impart knowledge but also does the followings:

- i. Understand children's basic cognitive and social problems.
- ii. Match curricular offerings to levels of mental development.
- iii. Foster adjustment of children.
- iv. Provide smooth transition from home to school and from one level of education to another.
- v. Match curricular specifications into relevance.
- vi. Prepare the learner for adult life.

As Ukeje (1976:147) puts it that "teachers are the hub of any educational system". Upon their number, their quality, their devotion and their effectiveness depend the success of the system. It does imply that the whole educational system revolves on the teachers.

The Concept of Teacher Effectiveness

Effectiveness is concerned with the producing the desired results. In the sphere of education, teacher effectiveness simply means the ability of a teacher to produce desired results in the execution of his duties as a teacher. According to Etuk (2002), the concept of teacher effectiveness is fluid, highly dynamic, multi-dimensional and complex to explain. It cannot be satisfactorily explained theoretically, its meaning is usually deduced from the context in which it is used. Teacher effectiveness could be defined as the extent to which a classroom teacher performs his instructional roles given the necessary facilities such that pupils' learning will be maximized (Mbakwem 2001:133).

The teacher is a facilitator, motivator, interventionist, a catalyst who excites learning by creating a proper environment for the students (Ohuche & Izuwah, 1988:5). Effectiveness will then depend on the methodology the teacher uses. As a matter of fact, the teacher must have mastery of his subjects so well that he can discuss it and interact in it with others at different levels. It is against this backdrop that the Federal Republic of Nigeria (2004) in the National Policy on Education, maintains that teacher education programmes will be structured to equip teachers for effective performance of their duties.

Thus, becoming a professional teacher is not merely a matter of passing examinations but also a matter of imbibing the culture of the profession (Anderson & Wester, 1972), and since in the cultural setting of the profession, teachers can be creative, they can also be subject to constraining social forces. Therefore, the teacher ingredient which come to play within the context of the school environment and which enables him to make something special of teaching and learning should be regarded crucial to learners.

Oladele (1988:95) sees an effective teacher as “one that provides emotional support, for his pupils. Such a teacher has empathy with them... and effective teacher wastes less time in starting and ending instructional activities and he selects curriculum materials which are more appropriate to the students’ abilities.”

To Kanno (1997:92), teacher effectiveness “refers to efficiency, competency, readiness and willingness on the part of the teacher in performing the various classroom exercises”. In effect, all teacher behaviours are at work and are put to test. These include proper use of instructional materials, class control as well as appropriate utilization of teaching skills that are geared towards teacher effectiveness.

In a study by Burns (1982) cited in Mbakwem (2001:135), the effective teacher was found to be one ‘who demonstrate:

- a willingness to be flexible;
- an empathetic sensitivity to the needs of students;
- an appreciative and reinforcing attitude;
- an easy, informal and warm conversational teaching style; and
- an adequate emotional adjustment.

Effective Teaching and Learning in Migrant Fisherfolks’ Children Education Programme in Rivers State of Nigeria

Five key behaviours for effective teaching have been identified by Borich (1988), with some indicators pertaining to them. These are:

- (i) **Clarity:** Logical step-by-step orders, and how clear and interpretable a presentation is to the class.
- (ii) **Variety:** Variability of instructional materials usage, questioning, types of feedback and teaching strategies.
- (iii) **Task Orientation:** Achievement (content) orientation as opposed to process orientation, maximum content coverage, and sufficiency of time devoted to instruction. (iv) **Engagement:** Maintain a task behaviour, limiting opportunities for distraction, getting students to work on, think through and inquire about the content.
- (v) **Moderate-to-high success Rate:** 60-70% of time should be spent on learning tasks which afford moderate-to-high levels of success.

Rosencrine and Berliner (1978) in their research on teaching conclude that this last indicator (5) above, which they described as “academic engaged time” is an important factor in school achievement. By academic engaged time, Rosencrine and Berliner mean the amount of time the pupils spent on reading, writing or other activities which involve the pupils in learning academically relevant materials. In other words, the more time, the more achievement (Perrott, 1982).

Smith (1969) suggests that a teacher should be prepared in four areas of knowledge which typify components indicating areas of teacher competence of many well-designed educational programme. The four areas are as follows:

- (a) Command of theoretical knowledge about learning and human behaviour.
- (b) Display of attitudes that foster learning and genuine human relationships;
- (c) Command of knowledge in the subject matter to be taught;
- (d) Control of technical skill of teaching that facilitates pupils’ learning.

Fisk (1982) asserts that the most important factors in qualitative education are the qualifications, general qualities, instructional expertise and personal behaviour of teachers. Langford (1978) tries to show that professional teaching qualification fall under three headings, namely, pedagogy, content and education. On pedagogy, he

pointed out the importance of the distinction between knowing how to achieve a desired result on learning and knowing why it can be achieved that way.

Borply cited in Cruinckshank (1976) in a study of correlates of Language Arts and Mathematics improvement, reports that teachers who could teach according to how students learn best were more successful.

In discussing indirect teaching, Perrott (1982) lists the following Flanders indicators of indirect teaching, teachers accept pupils' ideas; teachers praise and encourage pupils. Perrott (1982:15) discusses further that:

observational studies of teaching suggest that the effective teacher is one who is able to demonstrate the ability to bring about intended learning goals, the two critical dimensions of effective teaching are intent and achievement. Without intent, the pupils' achievement become random and accidental rather than controlled and predictable. However, intent is not enough by itself. With out achievement of his intended goals, the teacher cannot truly be called effective.

Ezewu and Tahir (1997) proposed that the instructional procedures should be those that avoid mere regurgitation of facts; emphasize practical exploratory and experimental activities; reduce the effects of individual differences in learning and encourage high level of mastery.

Quality and Adequacy of Teachers in Migrant Fisherfolks' Children Education Programme in Rivers State of Nigeria.

The success of any educational programme without qualified and adequate teaching personnel is a mirage. Nacino-Brown (1982) in Esu, Enukoha and Umoren (2004:203) declare that:

the curriculum can be a great success or a dismal failure depending on the teachers. They are the key persons who alone can make the curriculum design achieve what it was designed to achieve. If they are dedicated, hardworking and imaginative, they can enliven what would otherwise be dull and lifeless).

Ezeomah, Adaputu, Ukachi, Onwuzurike and Sikoko (1988) emphasize the provision of mobile teachers, helping or assistant teachers as well as supervisors. Abubakar (1996:4) gives a clear picture of who the nomadic teacher should be as stated in the blueprint thus:

it is proposed that the type of teachers required for this programme should preferably the Fulbes. Where this is not possible, any (local) person outside the community could be required provided he is familiar with the lifestyle of the people, is acceptable to the community and can speak "Fulfulde" fluently.

The minimum teaching qualification is Teachers Grade II (TC II) with some years of teaching experience. The blueprint equally recommends that such a teacher should be given a special in-service training through specially organized workshops and seminars geared towards the curriculum of the nomadic people. These teachers have to be exposed to typical nomadic way of life and nomadic worldview. Apart from resident teachers who should be grade II, the blueprint recommends the provision of assistant teachers who should be members of the community. They should be literate, influential and should be able to liaise between the resident teachers and the community.

The blueprint is not silent on the need to have supervisors, who should be holders of Nigeria Certificate in Education (NCE), State Coordinators who should come from

the National Commission for Nomadic Education and National Coordinators. According to Ukachi (1993) the nomadic education teacher must have basic knowledge of the nomadic people vis-à-vis the nomadic world. He

must understand the nomadic people's language. Language is the most important element in penetrating the nomadic culture. The migrant fisherfolks' children education teachers should be able to use riddles, proverbs, fables, myths, prose, poetic exertions and incantations in their own language. It is extremely important and imperative therefore, that the nomadic teachers must know these. They must know the meaning and significance of the knowledge of the universe.

Ajoku (2000:86) adds that "the government sends inferior and stubborn teachers to the schools in these rather disadvantaged areas. The schools are grossly understaffed." Ajoku (2000) went further to say that a majority of the teachers also exhibit obvious lack of interest and enthusiasm about working in the riverine communities. In the first instance, some of the teachers are those who have no alternative choice, having been coerced or forced, sometimes on disciplinary grounds, to accept posting to these areas. Others are those with low qualifications or those who are indigenes of the area.

Tahir (2002:143) asserts that:

the number of teachers in nomadic schools is grossly inadequate. This inadequacy is most glaring if viewed in the context of the poor quality of the teachers. Up to 53.4% of teachers in nomadic schools lacked the national prescribed minimum teaching qualification as at 1998. Added to this is the indiscriminate transfer of teachers from nomadic to conventional schools without replacement by Local Education Authorities and difficulty of retaining teachers posted to facilitate their work in nomadic schools.

It has also been observed that many laudable educational initiatives have failed mainly because they did not take due account of the "teacher factor". Indeed, the various participants at Bagauda Seminar on Quantities and Qualities in Nigerian Education (NERC, 1980) shared the consensus view that the quality of any education system depended heavily on the competence, commitment and motivation of the teachers. The report of the seminar declared that teachers are the main determinant of quality in education. If they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, anti-social, the nation is doomed. If they are ignorant in their disciplines and impart wrong information, they are not only useless but also dangerous. The kind of teacher trained and posted to the schools may well determine what the next generation will be.

To support the above report, Ukeje (1991) succinctly puts it that the recruitment and retention of competent people into the teaching profession is a perennial problem the world over. But the case of Nigeria is particularly serious and disturbing. We are reaching a point where teaching is fast becoming the last hope of the hopeless, that is, the profession for those who have nothing else better to do. This phenomenon has to change in order to usher in a new social order in Nigeria.

There is no doubt that adequate training of teachers enhances teaching-learning process. This is supported by Kosemani and Okorosaye-Orubite (1995) that it was to be conceded that a well trained and educated teaching staff in the primary school system is imperative to a functional system. This category of teachers will generate innovation, adaptation and generally improve the system if adequately motivated.

Research Methodology

Area of the Study

This research was carried out in Rivers State of Nigeria. The State is located between longitude 6°27" and 7°91" East of the Greenwich Meridian and latitude 4°25" and 5°38" North of the Equator. It is situated at the South-South corner of Nigeria, in the oil-rich Niger Delta. It is bounded in the North by Imo State, on the South by the Atlantic Ocean, on the East by Abia and Akwa Ibom States and on the West by Bayelsa and Delta States.

Design of the Study

The basic design of the study is survey where data were collected from the respondents to test the hypotheses concerning the status of the problem under consideration that is, the relevance of adequate teachers in the effective implementation of migrant fisherfolks' children education programme in Rivers State of Nigeria.

Population

There are nine (9) riverine local government areas with fifty nine (59) schools in Rivers State of Nigeria in which migrant fisherfolks' children schools operate. The population for this research is made up of all teachers. The 2012 data supplied by the Planning Research and Statistics Department of the Rivers State Ministry of Education, Port Harcourt reveals that a total of 5,062 pupils were enrolled with 179 teachers serving in the schools consisting of 134 males and 45 females.

Sample and Sampling Technique

For the fact that the population for the teachers was small, the researchers studied the entire population, which is 179 teachers. This is called census, which gives the most accurate information about the population.

Instrumentation

The instrument used in this study was a Migrant Fisherfolks Education Questionnaire (MFEQ) for teachers. The questionnaire is divided into two parts -Part A and Part B. Part A focused on the present qualification of each teacher while Part B covered the variables with eighteen (18) items, the 5-point likert scale, weighted as follows: strongly Agreed (SA) 4, Agree (A) 3, Disagree (D) =2, Strongly Disagreed (SD) = 1 and Undecided (UD) = 0 for positive statements while SA = 1, A = 2, D = 3, SD =4 and UD = 0 for negative ones.

Validation of the Research Instrument

Specialists and experts in measurement and evaluation scrutinized the instrument used by the researchers for face and content validities. The researchers finally rewrote the instrument by integrating the suggestions and corrections pointed out by the experts. The instrument therefore has face and content validities before it was used.

Reliability of the Instrument

The reliability of an instrument deals with the extent to which the results accruing from an instrument are stable and consistent. In order to determine how reliable the instrument is, the test-retest reliability procedure was adopted. The data gathered from the respondents were scored, computed and statistically analyzed using Pearson Product Moment Correlation Technique. The result is shown in Table 1 below.

Table 1: Questionnaire for Teachers showing Mean, Standard Deviation and Reliability Estimates as Derived from Test — Retest Procedure (N = 50)

S/No	Variables	No. of items	Instrument	\bar{x}	SD	R _{xy}
1	MFEQ	18	1 st	2.60	0.35	0.92
			2 nd	2.63	0.37	

From the Table 1, the reliability estimates for the instrument was very high which is 0.92. This value is high enough to permit the use of the instrument for this study.

Administration of the Instrument

For the purpose of this study, the researchers went to all the migrant fisherfolks' children schools in Rivers State of Nigeria and obtained permission from the school heads to administer the questionnaire. The teachers were consulted directly. Instructions guiding the filling of the instrument were given to the respondents. The researchers supervised the filling, after that, the instrument was retrieved from the respondents on the spot after completion. In all, 179 copies of questionnaire were administered to teachers.

Statistical Treatment of Data

The hypotheses were statistically analyzed. The statistical tools for the analysis of the data were one-way Analysis of Variance (ANOVA) and Chi-Square (χ^2).

Data Analyses and Results

This segment of the study presents the results derived from the analysis of data as described previously. It will also interpret the results in consistence with known statistical principles as well as discuss the findings, within the context of social and psychological theories.

Hypothesis One (HO₁)

There is no significant difference between the qualified and unqualified teachers in the effective implementation of migrant fisherfolks' children education in Rivers State of Nigeria.

One-way Analysis of Variance (ANOVA) was employed to test the first hypothesis of no significant difference between qualified and unqualified teachers. The result of the analysis is reported in Table 2 below.

Table 2: One-way Analysis of Variance (ANOVA) of Qualified and Unqualified Teachers in the Migrant Fisherfolks' Children Education.

Sources of variable	Degree of freedom	Sum of square	Mean square	Calculated F-value	Critical F-value	Decision at P<.05
Between groups	1	15722.65	157222.65	624.66	3.85	*
Within groups	588	14801.47	25.17			
Total	589	30524.12				

* = significant at P<.05 alpha level

The analysis in Table 2 shows that the calculated F = value, 624.66 is greater than the critical F-value 3.85, therefore the null hypothesis stating a non-significant different between qualified and unqualified teachers in the migrant fisherfolks' children education was rejected. This implies that there exists significant difference between qualified teachers and unqualified teachers in the effective implementation of the migrant fisherfolks' children education.

Hypothesis Two (HO₂)

There is no significant relationship between appropriate teaching methods and effective implementation of the migrant fisherfolks' children education.

To test this hypothesis, Chi-square (χ^2) was employed to find out if there was any significant relationship between appropriate teaching methods and effective implementation of the migrant fisherfolks' children education. The result of the analysis is presented in Table 3 below.

Table 3: Chi-square Analysis for the Significance of the Relationship Between Appropriate Teaching Methods and Effective Implementation of the Migrant Fisherfolks' Children

Education Teaching methods	Agree	Disagree	Row total	Calculated χ^2 -value	Critical χ^2 -value	Decision at $P < .05$
Appropriate	1686 (1348.73)	1018 (1355.27)	2704	370.14	3.84	*
Inappropriate	787 (1124.27)	1467 (1129.73)	2254			
Column Total	2473	2485	4958			

* Significant at $P < .05$ alpha level, df = 1

The analysis in Table 3 shows that the calculated χ^2 - value, 370.14 is greater than the critical χ^2 - value, 3.84; therefore the null hypothesis stating a non-significant relationship between appropriate teaching methods and effective implementation of the migrant fisherfolks' children education was rejected. This implies that there is significant relationship between appropriate teaching methods and effective implementation of the migrant fisherfolks' children education.

Discussion of Findings

The result of the study in Table 2 showed significant difference between qualified teachers and unqualified teachers. This result supported the view of NERC (1980), Balogun (1988) and Kosemani and Okorosaye-Orubite (1995) that the quality of any education system depended heavily on the competence, commitment and motivation of the teachers; that teachers qualities and competence are some of the major variables that influence learning in formal education context and that a well trained and educated teaching staff is imperative to a functional educational system. The teachers recruited in the school system must be professionally qualified for their job. Their sense of mission and commitment to duty ought to be positive and high respectively. Out of 179 teachers in the system, 69 are qualified with NCE certificate and above while 110 are unqualified (Report of Rivers State Ministry of Education, 2012, see appendix 1). This report corresponds with the findings from the field work. The report is quite objective that the data on ground are in consonance with the data on paper. This development contradicts most educational records where the statistics are grossly exaggerated in order to paint a better picture that doesn't depicts the situation on ground.

Indeed, that means that as high as 61.45% of the teachers in service are either unqualified or under-qualified to be in the programme. The observed differentials in qualified teacher availability according to the Report of Rivers State Ministry of Education is a disturbing development, which could truncate the implementation of this noble and viable programme unless something urgent is done in this direction.

Every human society is concerned with the quality and quantity of manpower resources available for her development. The concern stem from the fact that nothing is made possible in terms of the creation of goods and services without human efforts. Interestingly, manpower development requires the possession of basic skills, knowledge and attitudes as well as the readiness to make adjustments in an organization work setting in order to be absorbed in a professional field. A teacher for instance, is expected to be skilled in the dispensation of knowledge, selection of content, methods and materials, humane, obedient, respectful, prudent and competent in all ramifications in the teaching-learning process.

Consequently, in order to assume professional status and competency in the teaching field, one must pass through teacher education programme which are available in the tertiary institutions notably the universities and

colleges of education. It is against this background that the National Teachers' Registration Council pegged teachers' qualification entry at NCE and above.

A qualified teacher is the one who has got the teaching aptitude and who has undergone a period of professional training. By teaching aptitude we include a set of intrinsic values relating to intelligence, interests and other abilities. The qualified teacher is not the fellow who manifests interest in teaching without the intellectual skill to see it through, nor is he the fellow who is an intellectual giant without the necessary communication skills. A teacher therefore, is a man of many parts who combines love of knowledge with ability to impregnate others with his knowledge.

The issue of teacher qualification for effective implementation of migrant fisherfolks' children education cannot be over-emphasized. A qualified teacher will foster adjustment of children, understand children's basic cognitive and social problems, match curricular offerings to levels of mental development, translate curricular specification into relevance and provide smooth transition from home to school and from one level of education to another.

From the above exposition, we can see that the migrant fisherfolks' children education is grossly understaffed. We must rise to this challenge if the programme will achieve the purposes it was meant to accomplish. Taking cognizance of the task of the teachers in the educational system, this is a dangerous situation that needs urgent and adequate attention.

The result of the study also revealed that there is significant relationship between appropriate teaching methods and effective implementation of education of children of migrant fisherfolks in Rivers State of Nigeria as shown in Table 3. The above is supported by Langford (1978) when he said that professional teaching qualification fall under three headings, namely, pedagogy, content and education. On pedagogy, he identified the importance of the distinction between knowing how to achieve a desired result on learning and knowing why it can be achieved that way. Fisk (1982) also agrees with the finding that one of the most important factors in qualitative education is the instructional expertise of the teacher. The National Policy on Education (2004) is also in agreement with this finding that the methods used by teachers should encourage practical, exploratory, experimental and development of manual skill.

The teaching profession is concerned fundamentally with the attainment of maximum beneficial learning for learners. It is therefore the teacher's task to teach effectively in order for students to discover their human learning potential. But there is no one method of teaching that is appropriate from all situations. Nevertheless, a teaching method could be said to be good and effective if it facilitates a very good deal of learning by pupils, that is, if it adequately facilitates the attainment of the predetermined instructional objectives.

Thus, teachers must include learning experiences, which are satisfying and worthwhile and teach in such a way as to arouse interest and develop proper attitude in learners. Teachers should employ teaching methods that take cognizance of the three domains the cognitive, affective and psychomotor.

The cognitive development methods include talk-chalk/facilitation method, lecture method, questioning / Socratic method, discussion method, team teaching method and field trip or excursion method. The affective development methods include games/role-playing method, simulation/dramatic method while the psychomotor development methods are demonstration method, laboratory or experimentation method, project method, inquiry/discovery method, process approach, mastery learning approach, Dalton plan, assignment method and micro-teaching method.

Conclusion

The success of any educational programme without qualified and adequate teaching personnel is a mirage. The number of teachers in migrant fisherfolks' children education programme in Rivers State of Nigeria is

grossly inadequate. The inadequacy is most glaring when viewed on the context of the poor quality of the teachers, that is, up to 61.45% of teachers lack the nationally prescribed minimum teaching qualification of Nigeria Certificate in Education (NCE). Therefore, adequate teaching qualification and appropriate teaching methods significantly relate to the effective implementation of the migrant fisherfolks' children education.

Recommendations

Based on the findings of this research work, the following recommendations are made for the effective implementation of migrant fisherfolks' children education programme.

1. There is need for interns training and retraining of teachers in form of workshops, seminars, in-service and sandwich programmes for the effective implementation of the programme. To this end, the curriculum would be effectively implemented, so that the objectives for which it was introduced would be achieved.
2. Since the result of the study indicates shortage of manpower resources, there is urgent need to recruit more qualified teaching staff. This will assist in no small measure in alleviating the problem of acute shortage of teachers and inefficiency required for the successful implementation of the programme.
3. The study also showed that appropriate teaching methods significantly relate to the effective implementation of the migrant fisherfolks' children education, thus, teachers should employ the use of mastery learning approaches for both group and individual and the Total Quality Management (TQM). This implies that the lessons will de-emphasize the memorization and regurgitation of facts and encourage the development of manual skills.
4. There is also need to seek the cooperation and collaboration of teacher education institutions like the Universities (Faculties of Education), Colleges of Education and the National Teachers Institute (NTI) in order to introduce innovative and effective teachers training programmes which should be in accordance with realities and needs of nomadic schools.

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APPENDIX I

Statistics of Teaching Staff by Local Government Areas and Qualifications, 2012.

S/NO		NCE AND ABOVE		GRD II P		GRD II R		TOTAL
		M	F	M	F	M	F	
1	Abua/Odual	13	2	11	3	2	-	31
2	Akuku-Toru	6	3	5	1	16	2	-
3	Andoni	6	-	7	3	1	-	17
4	Asari-Toru	7	2	7	4	1	-	21
5	Bonny	3	4	4	2	-	1	14
6	Ogu/Bolo	2	2	3	-	1	-	8
7	Degema	5	-	8	2	3	-	18
8	Okrika	10	4	6	2	6	8	36
9	Eleme	-	-	1	-	-	-	1
	Total	52	17	52	17	30	11	179

Sources: Rivers State Ministry of Education Port Harcourt, Planning, Research and Statistics Department, 2012.

Key: GRD II P = Grade II Passed; GRD II R = Grade II Referred.

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