



An Appraisal of Instructional Materials Used to Educate Migrant Fishermen's Children in Rivers State, Nigeria

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Abstract

This study evaluated the instructional materials in the effective implementation of migrant fishermen's children education programme in Rivers state of Nigeria. The population for the study was made up of all the teachers and the pupils. All the 179 teachers constituted a sample for the study and 590 primary six pupils were selected from 59 schools through a simple random sampling technique (10 pupils from each school). The researcher designed a migrant fishermen education questionnaire (MFEQ) for teachers and a written achievement test for pupils (WATP) to gather data for the study. The questionnaire consisted of Likert-type items to elicit information. The written achievement test for pupils was made up of 50 questions, 20 from English language, 20 from mathematics and 10 from social studies. The reliability coefficient of the instruments were ascertained using Pearson Product Moment Correlation which gave the value of 0.87 and 0.90 respectively two research question guided the study and two null hypotheses were formulated and tested for statistical significance at .05 alpha levels using chi-square (χ^2). The findings show that there is a significant relationship between the available instructional materials and effective implementation of migrant fishermen's children education. Based on these findings, recommendations were proffered.

Keywords: Evaluation; Instructional material; Effective implementation; Migrant fishermen

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BACKGROUND INFORMATION OF THE STUDY

History is not clear when man started inhabiting this earth, but there is some account which suggests that man came to the earth in almost the same way as wild animals around him, without weapons, houses and language. Man learnt about his environment, which enabled him to determine what was to be eaten and what was not to be eaten. Educational activities at the time were simple but functional in the sense that they were taught to contribute to the needs of the society.

Progressively, man developed to the level when he "invented" fishing nets and traps and built canoes and boats. Agricultural activities were also developed. As education cannot be divorced from

societal activities, the young ones learned and engaged in activities of their parents, and the education was basically social and agricultural in terms of focus.

The above analysis reveals that although early man was not as developed as we are today, he had great capacity, dictated by circumstances, to learn a great deal of things for the survival and for the good of his environment. Man, therefore, is basically a learning animal and education must provide him with the necessary challenges to learn. It stands to reason that education and man are inextricably interrelated.

The Ashby Commission as contained in Fafunwa (1991) emphasizes the formal schooling for

the sedentary population only to the exclusion of the educational disadvantaged groups like the cattle Fulani and migrant fishermen. The Universal Primary Education and Universal Basic Education for all sons and daughters of Nigeria took no consideration for the peculiar conditions of the children of nomadic people. The children of migrant fishermen have been so marginalized that it is necessary for them to be fairly considered in educational provisions.

For the nomadic child, equal educational opportunity must include provision of special formal learning experiences that do not adequately disrupt his lifestyle. Unless he is provided special educational services, which, while integrating him into the mainstream culture, also conserves the best in his culture and economic role, it could not be claimed that he is granted meaningful equal educational opportunity, which his sedentary counterpart enjoys (Okonkwo, 1987).

In Nigeria, the remarkable breakthrough towards the provision of formal education to pastoral nomadic children came after a National workshop on nomadic education held in Yola, Adamawa state in 1986. This historic meeting gave birth to the Blueprint on Nomadic Education tagged "Fair Deal for the Nomads" published in 1987. The blueprint was followed by mobilization and enlightenment campaign, which were accomplished by a committee set up by the Federal Government. The climax of the campaign was reached by the formal launching of the program on 2nd July, 1987 in Yola, Adamawa state.

The migrant fishermen education scheme was only included in the programme of the National Commission for Nomadic Education (NCNE) on the "directive" of the National Council on Education at its 37th meeting held in Kano on the 22nd – 23rd March, 1990; three months after the enabling Decree No. 41 establishing the Commission has been passed into law on the 12th of December, 1989.

It is remarkable to note that the migrant fishermen's children education scheme covers those residing in the riverine areas of Rivers, Akwa Ibom, Delta, Cross River, Ondo and Ogun States. In 1997, the NCNE statistics of nomadic primary school in the participating states by pupil's enrolment and teachers showed that "there are 154 primary schools for the children of migrant fishermen with 454 teachers and 16, 432 pupils (8,574 boys and 7,859 girls).

Rivers State is regarded as one of the

educationally disadvantaged states in Nigeria. This is probably because one-third of the state is found within the riverine communities whose major occupation is fishing. A large proportion of the fishermen are migrants. They move with the fresh water fishing areas to the deep sea and back again according to nature's dictations. They move from one fishing port to another, hunting for fishes to sustain a living and to keep buoyant the fishing trade.

In particular, schools were established for migrant fishermen's children in nine local government areas of Rivers State in 2003. The data provided by the Planning, Research and Statistics Department of the Ministry of Education, Port Harcourt in 2003 shows that 59 migrant fishermen's schools were established with a total enrolment of 5,062 pupils. The total number of teachers that served the established migrant fishermen schools is 179. They consist of 134 males and 45 females. It is very glaring that migrant fishermen's children education are actually in existence, firmly established with high pupil enrolment and teachers within the system. This supports the fact that actual teaching-learning process is going on, and it becomes necessary that the migrant fishermen's children education be evaluated especially the aspect of instructional materials. Without the evaluation of the program, it would be difficult to assess the extent to which the program has been implemented.

Purpose of the Study

The study has the overall purpose of evaluating the instructional materials used in the migrant fishermen's children education program in Rivers State of Nigeria. Specifically, the study is designed with the following objectives.

- ❖ To assess the appropriateness of the availability of instructional materials in the effective implementation of the program.
- ❖ To determine the utilization of instructional materials in the program.

The overall purpose of this study is to evaluate the instructional materials used in the migrant fishermen's children education program in Rivers State of Nigeria.

Research Questions

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

- ❖ To what extent are instructional materials available to educate the migrant fishermen's children in Rivers State?
- ❖ To what extent is the adequate utilization of instructional materials used for effective implementation of migrant fishermen's children education in Rivers State?

Research Hypotheses

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

- ❖ There is no significant relationship between the availability of instructional materials and effective implementation of the migrant fishermen's children education program in Rivers State.
- ❖ There is no significant relationship between the adequate utilization of instructional materials and the effective implementation of the migrant fishermen's children education program in Rivers State.

Statement of the Problem

The relevance of education in any society cannot be understated. It is regarded as the single potent factor that leads to the improvement of the individual as well as the society. The need to provide basic formal education to all migrant and minority groups in Nigeria with emphasis on pastoral nomads and migrant fishermen is therefore a paramount social responsibility. This need and the social responsibility associated with it are well documented (Aminu, 1988; Ezeomah, 1988; Ezewu et al, 1988; Ezewu, 1991; Lar, 1989; Ntukidem & Ebong, 1989, Ijomah & Musa, 1989; Ijomah, 1996).

The question of how credible the migrant fishermen's education programme is, in terms of effectiveness and appropriateness of instructional materials has remained a major issue of interest to many people in Rivers State and environs.

Scope of the Study

The researcher confines the study to the nine riverine local government areas of Rivers State, specifically designed for the fishermen who are engaged in different kinds of migrations with their families. This means that the application of the research findings is generalized within the geographical area of riverine in Rivers State. However, the results could also be generalized to other riverine communities in other states with similar ecological and geographical terrains.

LITERATURE REVIEW

Meaning of Instructional Materials

Instructional materials have been defined by various authors. For example, Bruner (1973) says that the teacher's work as communicator, model and identification figure can be supported by a wise use of variety of devices that expand experience, clarify it and give it personal significance. Agun (1988) refers to them as learning materials, the proper use of which helps learners to learn faster and better. Similarly Obanya (1989) view them as didactic materials-things which are supposed to make learning and teaching possible while according to Johnson (1989) instructional materials are the collections and selection of resources (mechanical, otherwise) from available resources which are applied and integrated into a systematic process of teaching and learning to make learning effective. Ikerionwu (2000) refers to them as objects or devices, which help the teacher to make a lesson to the learner. Instructional materials therefore are concrete or physical objects which provide sound, visual or both to the sense organs during teaching (Agina-Obu, 2005).

According to Abdullahi (1982) instructional materials are materials or tools locally made or imported that could make tremendous enhancement of lesson impact if intelligently used.

In most cases, many learners have the difficulty in understanding certain concepts as a result of their level of cognitive operation, it is against this background that Jean Piaget postulated human beings to be classified along sensory-motor, pre-operational, concrete and abstract cognitive levels.

Classification of Instructional Materials

Instructional materials are in various classes. They are audio or aural, visual or audio-visual. Thus audio instructional materials refer to those devices that make use of the sense of hearing only, like the television, radio, audio tape recording, etc. Visual instructional materials are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, filmstrip, etc. An audio-visual instructional material therefore is a combination of devices which appeal to the senses of both hearing and seeing such as television, motion picture and the computer. Among the instructional materials the classroom teacher uses, the visuals out-number the combination of the audio and the audio-visual.

In the classification of the visuals, two distinct groups emerge and they are iconic and the digital. The iconic visuals look like the objects they stand for as in

drawing, painting, sculpturing, etc. for example, when we draw a computer; the image gives the impression of what a computer look like. On the other hand, a visuals is digital when the representation does not resemble what the object stands for. Thus, when we write the word *COMPUTER* instead of drawing it we are making use of digital visuals. The inexperience is at a loss when digital rather than iconic visual is used.

Apart from classifying instructional materials based on sensory modes, there are four other ways of classification and they are printed and non-printed, Hardware/Equipment and software/materials, first, second and third generations and high technology/high cost and low technology/low cost instructional materials. As stated earlier, the sensory mode comprises of three subgroups of (a) audio, (b) visual and (c) audio-visual.

1. Category 1 – sensory modes

| Audio | Visual | | Audio –visual |
|---|--|--|---|
| | Projected | Non-Projected | |
| Radio, record Disc, audio Tape, recordings (reel to reel, cassette) | Projectors Slides Transparencies, etc. | Books Journal Magazines, map, graphs, newspapers, charts, diagrams, photographs, posters, drawings, paintings, chalkboards, etc. | Television Computer Motion picture, video language, laboratory, etc, |

2. Category 2- printed and non-printed instructional materials

| Printed materials | Non-printed materials |
|---|---|
| Book, journals, magazines, charts, newspapers, drawings, photographs, graphs, cartoons, etc | Television, chalkboard, models, specimen, motion pictures, etc. |

3. Category 3- Hardware/Equipment and Software/materials

| Hardware/Equipment | Software/materials |
|--|---|
| Computer, television, radio, record player, slide projector, overhead projector, chalkboard, video play track, machine, etc. | Slide, filmstrip, transparency, maps, graphs, posters, cassette (audio and video chalk, etc.) |

4. Category 4-first, second and third generation of instructional materials

| First | Second | Third |
|---|---|---------------------------|
| Chalkboard, book, journal, magazines, charts, maps, drawing, painting, posters, photographs, etc. | Television, filmstrips system, video system, radio, projector, etc. | Computer, satellite, etc. |

5. Category 5-High technology/high cost and low technology/low cost instructional materials

The high cost combines both the second and third generation instructional materials found in the fourth category above while the low cost involves items in the first generation.

The list of instructional materials that a teacher can use to improve the quality of instruction is inexhaustible. The teacher's level of resourcefulness, creativity and imagination is in fact, unlimited. Instructional materials will, therefore, include all forms of information carriers that can be used to promote and

encourage effective teaching and learning activities. According to Agun (1982) these are:

Textbooks, supplementary books, workbooks, reference books, charts, magazines maps, journals, pamphlets, newspaper, poster, programmed texts and non-print-materials, like film, film strips, models mock-ups studies, pictures, audio and video tapes, recorders, transparencies, globes, chalkboard, etc. (p.48).

The Functions of Instructional Materials

The usefulness of instructional materials in the teaching-learning process is highlighted below:

- Facilitate the learning of abstract concepts and ideas.
 - Keep the learners busy and active thus, increasing their participation in the lesson.
 - Save teachers' energy of talking too much.
 - Illustrate the concepts clearer and better than the teachers' words only.
 - Help overcome the limitations of the classroom, by making the inaccessible accessible.
 - Help to broaden students' knowledge, increase their level of understanding as well as discourage rote-learning (if used judiciously).
 - Help to stimulate and motivate learners.
- (Esu, Erukoha & Umoren (2004:107)

Instructional materials are said to be part of the instructional procedure. Thus, studies have shown that when skills are related to practical situations, attitude and attention improve. Inyang-Abia and Esu (1990) cited in Esu et al (2004:103) assert that "instructional materials are the pivot on which the wheel of the

teaching-learning process rotates". Dike (1989) states that educational technology is concerned with the provision of alternative instructional materials, which can help to extend the range of various experiences of learners in any teaching-learning situation. He identified the importance of providing alternative resource materials, which can be seen in three ways the individual learn.

1. At the level of direct experience;
2. At the iconic (image of pictorial) level and;
3. At the symbolic level.

Individuals differ in so many aspects and they learn at different levels, so providing alternative resource materials is very necessary. The purpose of instruction therefore, is to help people learn. Instruction may include events that are generated by a page of prints, by a picture, by television program or by a combination of physical objects among other things. Furthermore, instructional materials can then be described as a systematic arrangement of instruction in such a way that, learning is facilitated.

The aim of designing instruction is to activate and support the learning of the individual pupil. This aim is characteristics of instruction whenever it occurs whether between a tutor and the pupil in a school

classroom, an adult interest or the job setting. Instructional design should be based on knowledge of how human beings learn. It thus should take fully into account learning conditions that need to be established in order for the desired effects to occur.

A fundamental reason for designing instruction is to ensure that no one is educationally disadvantaged and that all pupils have equal opportunities to use their individual talents to the fullest degree. The instructional materials and devices when properly used can accomplish some objectives. They supply a concrete basis for conceptual thinking and reduce meaningful word responses of pupils; they make learning more permanent, they have the high degree of interest for pupils and they offer a reality of experience, which still depends on his relationship with the student.

Availability of Instructional Materials in the Migrant Fishermen's Children Education Program

The need to develop an effective instructional system in nomadic education is particularly significant. According to UNESCO (1985), this is both an opportunity and a threat. It is a challenge and on the other hand, it is an opportunity to educate teachers and pupils from the traditional grind of conventional teaching and learning processes into a rich instructional experience based on a wider range of carefully planned learning experience.

Instructional design calls for a thorough pre-planning. It involves preparing a blueprint of instructional development and delivery, utilizing multimedia, multi-disciplinary approaches with the objective of improving the teaching and learning processes on one hand and enhancing potential effectiveness of nomadic education as a system on the other, striking a balance between possibilities and realities.

Awotua-Efebo (1995) highlights an important aspect of instructional texts design and writing. He points out that even though textbooks play an important role in the teaching and learning processes, many students find prescribed texts "too hard" for them to study. Nomadic learning schools and teachers therefore, ought to ensure that instructional designers prepare texts and other instructional materials on an easy-to-grasp level. Esu (1995) cited in Esu et al (2004:103) succinctly pointed that ordinary word of verbalization has been to be inadequate for effective

teaching because it has failed to deliver the needed objective instruction in schools hence the instructional materials which may be used by the learner to facilitate the acquisition and evaluation of knowledge and skills.

The Executive Secretary of the National Commission for Nomadic Education, Tahir (2002) admitted that there is a general lack of adequate instructional materials particularly pupils' texts in the nomadic school system.

In the same vein, Tawari (1998) states that the Commission for now can only supply exercise books, chalks and such minor things. Instructional materials are grossly inadequate for effective teaching/learning process. There are inadequate teaching aids and engine boats to transport the pupils from the neighboring fishing ports to the schools, as planned by the State Government at the inception of the program.

Ekpo (2004) aptly declared that instructional materials are often used to compensate for the inadequacies of the sense organs or to reinforce the capacity of the dominant organs. They must be relevant for the realization of the intentions of the curriculum. Thus, there is a short fall in the available instructional materials and teachers are unable to improvise with what is available in our environment in order to effectively drive home the lessons taught. Therefore, the inadequacies of sense organs are not compensated.

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, an evaluation of instructional materials in the effective implementation of migrant

fishermen's children education program in Rivers State of Nigeria.

Population

There are nine (9) riverine local government areas with fifty-nine (59) schools in Rivers State in which migrant fishermen's children schools operate. The population for this study is made up of all teacher and school pupils. The 2003 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

A simple random sampling technique was used to select primary six pupils in the target population. This sampling technique was used because the population is homogenous. In each school, ten (10) pupils were sampled for the study through balloting. Therefore, a total of five hundred and ninety (590) pupils participated in the study as subjects represent over ten percent (10%). For the fact that the population for the teachers was small, the researcher studied the entire population, which is 179 teachers. This practice is called census, which gives the most accurate information about the population.

Instrumentation

The Instruments used in this study were classified into two: a Migrant Fishermen Education Questionnaire (MFEQ) for teachers and Written Achievement Test

for Pupils (WATP). The first 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 nine (9) items using the 5-point Likert scale, weighted as follows: Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (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. The Written Achievement Test for Pupils (WATP) was made up of 50 questions, 20 from English language, 20 from mathematics and 10 from social studies.

Validation of the Research Instruments

The two instruments used by the researcher were scrutinized for face and content validity by specialists and experts in measurement and evaluation, curriculum studies and subject areas. The instruments were finally rewritten by the researcher by integrating the suggestions and corrections pointed out by the experts. The instruments, therefore, have face and content validities and are thus valid for the study.

Reliability of the Instruments

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 instruments are, the test-retest reliability procedure was adopted. The two sets of responses were scored and computed. The data gathered from the responses were statistically analyzed using Pearson Product Moment Correlation Technique. The result is shown in Table 1 below:

Table 1: Questionnaires for Teachers and Pupils 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 | rxy |
|------|-----------|--------------|-----------------|-----------|------|------|
| 1. | MFEQ | 9 | 1 st | 2.58 | 0.34 | 0.87 |
| | | | 2 nd | 2.60 | 0.33 | |
| 2. | WATP | 50 | 1 st | 33.00 | 6.18 | 0.90 |
| | | | 2 nd | 34.485 | 5.85 | |

From the Table 1, the reliability estimates for all the instruments were very high, 0.87 and 0.90 respectively. These values are high enough to permit the use of the instruments for this study.

Administration of the Instruments

For the purpose of this study, the researcher went to all the migrant fishermen's children schools in Rivers State and obtained permission from the school heads to administer the questionnaire and the achievement test. The teachers were consulted directly. Instructions guiding the filling of the instrument were given to the respondents. The researcher supervised the filling, after that, the instrument was retrieved from the respondent on the spot after completion. In the same vein, the test was administered to the pupils and the scripts retrieved thereafter. A duration of one hour was allowed for the completion of the Written Achievement Test for Pupils. The researcher ensured that no script was taken away by the respondents. In all, 179 copies of questionnaire and 590 scripts were administered to teachers and pupils respectively.

Statistical Treatment of Data

Table 2: Chi-square Analysis for the Significance of the Relationship between Availability of Instructional Materials and Effective Implementation of the Migrant Fishermen's Children Education.

| Instructional materials | Agree | Disagree | Row Total | Calculated X^2 value | Critical X^2 value | Decision at $p < .05$ |
|-------------------------|------------------|------------------|-----------|------------------------|----------------------|-----------------------|
| Available | 1223 (931.37) | 616 (907.63) | 1839 | 373.84. | 3.84 | * |
| Not Available | 621 (912.63) | 1181 (889.37) | 1802 | | | |
| Column Total | 1844 | 1797 | 3641 | | | |

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

The analysis in Table 2 shows that the calculated X – value, 373.84 is greater than the critical X^2 – value 3.84, therefore the null hypothesis stating a non – significant relationship between availability of instructional materials and effective implementation of the migrant fishermen's children education was rejected. This implies that there exists significant relationship between the available instructional materials and

The hypotheses were statistically analyzed. The statistical tool for the analysis of the data was chi-square (X^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 (H_{01})

There is no significant relationship between availability of instructional materials and effective implementation of the migrant fishermen's children education.

In testing hypothesis 1, chi-square (X^2) was employed to find out if there was any significant relationship between available instructional materials and effective implementation of the migrant fishermen's children education. The result of the analysis is reported in Table 2 below:

effective implementation of migrant fishermen's children education.

Hypothesis Two (H_{02})

There is no significant relationship between adequate utilization of instructional materials and effective

implementation of the migrant fishermen's children education.

Table 3: Chi-square Analysis for the Significance of the Relationship between Adequate Utilization of Instructional Materials and Effective Implementation of the Migrant Fishermen's Children Education.

| Instructional materials | Agree | Disagree | Row total | Calculated X^2 - value | Critical X^2 - value | Decision at $p < 0.05$ |
|-------------------------|-------------------|-----------------|-----------|--------------------------|------------------------|------------------------|
| Adequate | 1976 (2044.08) | 584 (515.92) | 2560 | 22.08 | 3.84 | * |
| Inadequate | 2192 (2123.92) | 468 (536.08) | 2660 | | | |
| Column Total | 4168 | 1052 | 5220 | | | |

* = Significant at $p < .05$ alpha level; $df = 1$

The analysis in Table 3 shows that the calculated X^2 -value, 22.08 is greater than the critical X^2 -value, 3.84. Since the calculated value is greater than the critical value at $p < .05$ alpha level, therefore the null hypothesis stating a non-significant relationship between adequate utilization of instructional materials and effective implementation of the migrant fishermen's children education was rejected. This means that there exists significant relationship between adequate utilization of instructional materials and effective implementation of the migrant fishermen's children education.

DISCUSSION OF FINDINGS

The finding of the study also showed that there is significant relationship between availability of instructional materials and effective implementation of migrant fishermen's children education program in Rivers State of Nigeria as shown in Table 2. Also, the result of the study showed that there is significant relationship between adequate utilization of instructional materials and effective implementation of migrant fishermen's children education program as shown in Table 3. These findings are consistent with the opinions of Inyang – Abia and Esu (1990), Bruner (1973) and Agun (1988) that instructional materials are the pivot on which the wheel of the teaching – learning process rotates, that teacher's work can be supported by a wise use of variety of devices that expand experience, clarify it and give it personal significance

and that learning materials helps learners to learn faster and better. The findings are in consonance with Esu (2004) that ordinary word of verbalization without the use of instructional materials has been to be inadequate for effective teaching.

The finding also showed that there is shortage of instructional materials which corroborates Tahir (2002) that there is a general lack of adequate instructional materials particularly pupils' texts in the nomadic schools system. The commonly used instructional materials are the chalkboard, chalk and maps. Other instructional materials like charts, models, graph boards, wall globes, modules illustrating display, audio-visual materials (T.V. Lectures, video, tapes, film and radio, etc), zigzag books, flash cards, etc are rarely used. The basic instructional materials for teaching are not in existence in most of our migrant schools. This is believed to be a serious setback to improving the teaching–learning process of our migrant schools.

The place of instructional materials in the effective implementation of migrant fishermen's children education program cannot be undermined. Instructional materials perform, the following functions, which include the extension of the range of experience available to learners, they supplement and complement the teacher's verbal explanations thereby making learning experience rich, providing the teacher with interest compelling springboards into a wide variety of learning activities. They therefore, motivate learners the desire to learn more and they assist the

teacher in overcoming physical difficulties in delivering his lesson.

This calls for teacher's resourcefulness and improvisation where there is dearth or shortage of instructional materials. The ability of the teacher to make alternative, "local" materials in place of "standard" ready-made materials makes his lesson effective. Improvised materials are cheap, readily available, often up-to-date in content, often produced according to specification, made possible availability of large quantity of materials at short notice, encourages creativity, bringing learning homewards and often better suited to the climatic conditions of the local environment. Thus, instructional materials which are used to compensate for the inadequacies for sense organs or to reinforce the capacity of the dominant organs are grossly inadequate and under-utilized.

CONCLUSIONS

Instructional materials supplement, reinforce, clarify, vitalize, emphasize instruction and enhance learning in the process of transmitting knowledge, ideas, skills and attitude. Audio-visual and other necessary support materials for teaching various subjects in all the migrant fisherfolks' children schools are in short supply and in some cases, virtually non-existent.

In the area of utilization of instructional materials, the situation is extremely discouraging some of the causes of the problem as identified are lack of information about available resources, lack of basic knowledge and skills by individual teachers about design, development, selection and utilization of instructional materials, lack of instructional support for educational media activities and non-availability of electrical power supply.

The issue of availability and non-utilization of instructional materials is that the various individual and instructional centers are non-adequately planned, financed, implemented and coordinated.

With the dearth of instructional materials on all the migrant fisherfolks' children schools in Rivers State of Nigeria, the teachers find it difficult to prepare and communicate the message. It is a fact that classroom learning depends on effective communication, skillful application of the several techniques and materials for learning. When adequate instructional materials are added to suitable methods, efficiency in learning is assured. Maximum impact can be made on

learning when an efficient instructor uses suitable method and appropriate teaching materials. The impact created on the pupils justifies the effectiveness of teaching-learning activities. The inadequate provision and non-utilization of instructional materials will definitely produce a society of headless hearts, heartless intellects and half-baked children. In similar vein, the danger of half education is inestimable. It is like a child born with one eye, one leg and one hand. The effectiveness of any instructional materials depends on the following three major factors. First, it must appeal to the senses of hearing and seeing, etc. Secondly, it must attract and hold attention of the learners. Finally, it must focus the attention on essential elements to be learned at the proper time.

Instructional materials must be directly relevant to the content of the lesson. It must be integrated with the teacher's whole approach and subject presentation. It must be preceded and followed up by work calculated to ensure maximum comprehension. Therefore, educational objectives must determine the instructional materials. The effectiveness in the use of instructional materials lie on the fact that both the teacher and the learner participate actively. All these are conspicuously lacking in the migrant fisherfolk schools in Rivers State of Nigeria.

Recommendations

Based on the findings of this research work, the following recommendations are made for the enhancement of effective implementation of migrant fisherfolks' children education which includes:

1. There is need for serious training and re-training of teachers in form of workshops, seminars, in-service and sandwich programs on how to use or produce instructional materials. This will help to make their class very interesting and stimulating.
2. The study also showed that adequate provision of instructional materials is a necessary tool for effective implementation of the program. Thus, free teaching aids should adequately be provided in all the schools by the National Commission for Nomadic Education (NCNE), Kaduna.
3. Teachers should also improvise instructional materials. Invariably, this should enhance

- effective teaching and learning processes and encourage parents to send their children to school.
4. There is need for the development of positive attitudes by teachers. This will encourage the development of proficiency.
 5. Should a classroom teacher get involved in the program, his/her should not teach any lesson without any instructional material if curriculum objectives of the migrant fisherfolks' children education will be realized.
 6. The migrant schools should be well-supervised to make sure they comply with the stipulated standard to enhance uniformity and quality.

Implications of the Study

One of the tragic consequences of inadequate supply and use of instructional materials is low educational standard.

The inadequacies of instructional materials and under-utilization in virtually all the schools have made education very unattractive to the fisherfolks' children.

The skills, attitudes and competencies acquired should enable the pupil to achieve social, economic, political and cultural development.

The education of the migrant fisherfolks' children will enable them to adapt to the changing environment.

Finally, the desire of migrant fisherfolks' children and their parents for schooling and relevant curricular will increase.

Suggestions for Further Study

The education of migrant fisherfolks' children in Rivers State, Nigeria is a contemporary study. Thus, the researcher makes the following suggestions for future study.

- (1) The same study can be carried out in other states where migrant fisherfolks' children education operate like Bayelsa, Akwa Ibom, Cross River and Ondo states, etc.
- (2) Further studies on the migrant fisherfolks' children education may be directed towards the impact on the participating communities.

- (3) Further study can also be carried out on an investigation into the various approaches used in the program.
- (4) The use of community resources for enriching the migrant fisherfolks' children schools.
- (5) A comparative study of the program in similar certain is highly recommended.
- (6) The study can be carried out to evaluate if other variables intervening and extraneous not considered in this study such as funding, teaching methods, adequate personnel, educational facilities, etc can affect the implementation of the education of migrant fisherfolks' education.
- (7) The study can also be carried out on the socio-cultural and ecological factors in the education of children of migrant fisherfolks in Rivers State, Nigeria.

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