

## **EVALUATION OF TEACHERS' COMPETENCIES IN THE ASSESSMENT OF PUPILS IN MIGRANT FISHERMEN EDUCATION PROGRAMME IN RIVERS STATE, NIGERIA**

**Ogidi, Reuben C. PhD**

Department of Educational Psychology, Guidance and Counselling  
Ignatius Ajuru University of Education, Rumuolumeni  
Port Harcourt, Rivers State

### **Abstract**

*This study evaluated teachers' competencies in the assessment of pupils in the migrant fishermen education programme in Rivers State. Four null hypotheses were formulated to guide the conduct of the study. Descriptive survey research design was adopted in the study. The population of the study comprised the 209 teachers in the programme. The study adopted census sampling technique because of the size of the population. The instrument for data collection was designed by the researcher and titled "Competencies Questionnaire for Teachers in Migrant Fishermen Education Programme (CQTMFEP)". Inferential statistics (t-test and Anova) were used in testing the four null hypotheses at 0.05 level of significance. The results of the findings indicated that the competencies of teachers in assessment in the programme do not significantly differ based on gender, years of service, training and areas of specialization respectively. Based on the findings of the study, recommendations were made for improved assessment practice and quality education in the programme.*

### **Introduction**

Education is often regarded as the bedrock of development both individually and in society. Thus, every citizen is entitled to education so as to live a happy and socially accepted life. It is in pursuance of this objective that the Federal Government of Nigeria (1979:18) asserts that "Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels". This is due to the fact that education plays an important role to provide opportunities for the development of the potentialities of individual to contribute to the development of the nation. Chauhan in Ogbondah (2005) explained that education should be made to reach all children irrespective of their caste, location, creed, religion, etc. This is because education carries within it the possibility of bridging the differences among people. It is one instrument among many others for combating inequality among persons or classes.

One of the categories of children in locationally difficult circumstances is the migrant fishermen children. One-third of Rivers 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.

Ogbondah (2005) observed that the different geographical terrain and ecological circumstances of migrant fishermen constitute formidable obstacles to the spread of formal education. Transportation, usually an effective carrier of information and ideas has proven ineffective in the riverine areas as a result of dense mangrove swamps which make road construction an impossible affair. The educational backwardness of the fishing communities continues to be a matter of utmost concern because education is perhaps the most potent of the legacies of our time.

The term "migrant fishermen" embraces both the fishermen or women and their children who are probably of formal school age, living and engaged in fishing activities with their parents as they move from one fishing port to another. In this regard, there are two categories of people involved – the adult fishermen and women, and their children. The emphasis of this study is on the education of the migrant fishermen's children. The studies carried out by Ezewu, Dienne and Awotua-Efebo (1988 and 1989) show that the fishermen and women in Rivers State were enthusiastic with the education of their children more than their own education.

The importance of the migrant fishermen's children education cannot be overemphasized. Gbamanja (1997:19) stated the objectives of the migrant fishermen education programme as follows:

- (i) Integrating the children of fishermen into the formal education system through the provision of suitable facilities.
- (ii) Raising the awareness of migrant fishermen and their families towards accepting the formal education of their children as a parental responsibility.
- (iii) Eradicating illiteracy by attacking it at source to ensure a hundred percent enrolment at the primary level within the shortest possible time.
- (iv) Improving the occupational competencies of migrant fishermen by giving their children an education suitable to their environment.
- (v) Improvement of the general living conditions of migrant fishermen and their families by creating awareness of the need to be enlightened.

Also, Eheazu (1996:23) identifies the educational needs of the migrant fishermen with the following aims:

- a) To eradicate illiteracy among the migrant fishermen and thus open up a new world of knowledge acquisition for the betterment of the fishing industry.
- b) To raise the income level and eventually, the standard of living and quality of life of the migrant fishermen.
- c) To upgrade the social status and economic potentials of the fishermen.
- d) To eliminate superstition and unprogressive culture-based attitudes among the fishermen and thereby making them more receptive to innovations in fishing methods and technologies.
- e) To predispose the fishermen to embrace the need for formation of co-operatives.
- f) To assist the migrant fishermen to appreciate the necessity for capital formation through personal savings and securement of loans and to encourage prudential loans management.
- g) To provide vocations, instructions and training that would assist the migrant fishermen to improve on their fishing crafts, gear and processing techniques.
- h) To reduce the health hazards posed by the environmental conditions of the fishing settlements.

The realization of these objectives will go a long way to make better the lot of migrant fishermen's children. The migrant fishermen's children programme in Rivers State started at Dutch Island on the 12<sup>th</sup> of July, 1990. At present, the migrant fishermen education programme is going on in the following local government areas of Rivers State: Abua/Odual, Akuku-Toru, Andoni, Asari-Toru, Bonny, Ogu/Bolo, Degema, Okrika and Eleme respectively.

Maxine in Akrahu and Baba (2011) defined competency as the ability to do something well. Enete, Amusa and Eze in Osinem and Ugosuoke (2011) explained that it is an essential knowledge and skills obtainable in a profession and those which the professionals in the field must possess and be able to demonstrate at optimal level of acquisition and functioning. Kanu (2010) noted that competency is a criterion for success. However, Burke in Wagbara (2016) posited that competencies depict aptitudes, capability, dexterity, expertise, skills, talents and knowledge required by individual to perform a particular function or activity or practice in a given discipline or field of study. Olaitan (2003) explained that competency refers to knowledge, skills, attitudes and judgement generally required for the successful performance of a task.

Competency involves knowledge, skills, attitudes, values, motivation and beliefs people need in order to be successful in a job. It is the ability to integrate different kinds of knowledge and using them synergically for instructional delivery.

Assessment is an important component of teachers' activity. It is a systematic process aimed at improving learners' learning through effective feedback mechanism. It is a veritable tool for communicating educational expectations and the progress made towards accomplishing them. Kanu in Ogidi and Nwachukwu (2012) explained that assessment involves the collection of information about a learner's knowledge, skills and attitudes as well as judgement, interpretation and planned action. Asuru and Ogidi (2015) opined that the term assessment in its widest meaning denotes a process of collecting and interpreting information about learning and achievement of learners that are used for the following purposes (i) provide information to learners and the parents about the process in acquiring knowledge, skills and attitudes (ii) provide support to teachers to modify their instruction and the learning activities of their learners and (iii) provide information to other stakeholders that make decisions about educational policy related to learners.

Assessment is beneficial in various ways. It provides feedback which makes the biggest impact when it occurs during the learning process. Ogidi and Nwachukwu (2016) discussed that this feedback, when utilized properly, informs the teacher as well as helps the learners improve their learning strategies and study habits in order to become independent, successful learners. Abe in Ogidi and Nwachukwu (2016) emphasized that assessment is highly desirable for the classroom teacher to be able to take decision on organizing, carrying out and monitoring of activities that would aid learning such as planning and providing instruction, maintaining order and discipline in the learners, determining learners achievement and grading them.

Ajoku (2000) observed that most of the teachers involved in the migrant fishermen education programme 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 not indigenes of the area.

Ogbondah (2005) noted that generally, the teachers feel dissatisfied with many aspects of life in such working environments which may include: the lack or poor means of communication, the inadequacy or non-existence of health facilities in the midst of an unhealthy environment, the negative attitude

of parents and pupils to education, the poor structural condition of the schools, the lack of school facilities and so forth.

In addition, there is no doubt that the training of teachers influences teaching-learning process. This assertion is supported by Kosemani and Okorosaye-Orubite in Ogbondah (2005) that a well trained and educated teaching staff is imperative to a functional system. Such category of teachers will generate innovation, adaptation and generally improve the system if adequately motivated.

Okwudiri (2014) observed that the manner in which assessment is implemented in the educational system is not desirable especially in educational programmes designed for special needs children. Aboho (1999) decried poor implementation of assessment among teachers in nomadic education programme in Taraba and Benue States of Nigeria based on the training, years of services and area of specialization. Ajoku (2000) observed that most teachers recruited for migrant fishermen education programme poorly implemented assessment. It is as a result of the foregoing that this study is designed to investigate the evaluation of teachers' competencies in the assessment of children in locationally difficult circumstances in Rivers State, Nigeria.

The following null hypotheses are formulated to guide the conduct of the study at 0.05 level of significance:

- There is no significant difference in the mean rating of teachers on their competencies in the assessment of pupils in the migrant fishermen programme based on gender.
- There is no significant difference in the mean rating of teachers on their competencies in the assessment of pupils in the migrant fishermen programme based on years of service.
- There is no significant difference in the mean rating of teachers on their competencies in the assessment of pupils in the migrant fishermen programme based on training.
- There is no significant difference in the mean rating of teachers on their competencies in the assessment of pupils in the migrant fishermen programme based on specialization.

## **Method**

The study adopted descriptive survey research design. Nwankwo (2013) explained that in descriptive survey design, the variables being studied for any sample are compared to the various identified strata of the sample.

The population of the study consisted of 209 teachers in the migrant fishermen programme in Rivers State, Nigeria. They comprised 157 males and

42 females (Planning, Research & Statistics Department of the Ministry of Education, Port Harcourt, 2016). The study adopted census and stratified sampling technique due to the size of the population. However, data cleaning revealed that 9 teachers did not complete some items and were dropped from the data analysis.

The main research instrument used in collecting data for this study was “Competencies Questionnaire for Teachers in Migrant Fishermen Education Programme (CQTMFEP)”. The instrument was divided into two segments. Section A requested for the biographic information of the teachers while section B requested for information concerning migrant teachers’ competencies in the assessment of migrant pupils in Rivers State. The responses and its weights are as follows: Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1.

The content and face validity of the instrument used was carried out by experts drawn from the department of guidance and counselling of the Ignatius Ajuru University of Education in Port Harcourt, Rivers State. The experts made necessary suggestions and correction which were used in the final draft of the instrument. With respect to the reliability of the instrument, Cronbach Alpha was utilized in determining the reliability of the instrument for data collection. The reliability of the instrument for data collection was 0.89 indicating that the instrument was quite reliable for use in the study.

The researchers and four trained assistants administered the instrument for data collection to the teachers involved in the migrant education programme in the nine local government areas of Rivers State where the programme is sustained. The Local Government Areas are: Abua/Odual, Akutu-Toru, Andoni, Opobo/Nkoro, Bonny, Ogu/Bolo, Degema, Okrika and Asari-Toru. The filled questionnaire was also collected after findings with the co-operation of the head teachers. This process lasted for two months.

The data collected were sorted out based on the hypotheses earlier stated in the study. Inferential statistics (independent t-test and One Way Analysis of Variance) at 0.05 level of probability were used.

**Results****Table 1: t-test analysis of teachers' mean rating on their competencies in assessment of pupils based on their gender**

S/N	Statement	Variable	N	$\bar{X}$	SD	Df	t-cal	t-crit	Decision	Remark	
1	You plan your assessment from the beginning of the term	Male	152	2.29	0.36	198	0.43	1.96	Accept H <sub>0</sub>	Not Significant	
		Female	48	2.18	0.24						
2	You often develop various assessment instrument for use in assessment	Male	152	2.05	0.19	198	0.92	1.96	Accept H <sub>0</sub>	Not Significant	
		Female	48	1.96	0.13						
3	The rewards of assessment are well kept	Male	152	2.46	0.43	198	0.03	1.96	Accept H <sub>0</sub>	Not Significant	
		Female	48	2.48	0.46						
4	Pupils are assessed based on what they have learnt	Male	152	2.63	0.59	198	-	1.13	1.96	Accept H <sub>0</sub>	Not Significant
		Female	48	2.88	0.84						
5	You take consideration of learners age and ability in your assessment	Male	152	2.39	0.34	198	0.39	1.96	Accept H <sub>0</sub>	Not Significant	
		Female	48	2.14	0.21						
6	Your assessment instrument is valid, reliable and usable	Male	152	1.59	0.23	198	0.22	1.96	Accept H <sub>0</sub>	Not Significant	
		Female	48	1.38	0.19						
7	Results of your assessment are actual descriptions of your learners' performance	Male	152	1.07	0.06	198	0.13	1.96	Accept H <sub>0</sub>	Not Significant	
		Female	48	1.02	0.04						
8	You ensure that the environment are conducive for assessment	Male	152	2.35	0.31	198	0.65	1.96	Accept H <sub>0</sub>	Not Significant	
		Female	48	2.17	0.26						
9	Information from assessment are used for diagnostic purposes	Male	152	1.67	0.19	198	0.24	1.96	Accept H <sub>0</sub>	Not Significant	
		Female	48	1.53	0.16						
<b>t-test Summary</b>		<b>Male</b>	<b>152</b>	<b>2.06</b>	<b>0.42</b>	<b>198</b>	<b>0.46</b>	<b>1.96</b>	<b>Accept H<sub>0</sub></b>	<b>Not Significant</b>	
	<b>Female</b>	<b>48</b>	<b>1.97</b>	<b>0.33</b>							

Data on Table 1 reveal the mean ratings of male and female teachers on their competencies in assessment of pupils in migrant fishermen programme in Rivers State. An observation of the summary of the calculated t-value in Table 1 above shows that the calculated t-value (0.46) is less than the critical t-value (1.96) at 0.05 level of significance. Since the calculate t-value (0.46) is less than the critical t-value (1.96), the null hypothesis is accepted. The alternate hypothesis is however rejected. The result is that the mean rating of male and female teachers on their competencies in assessment of pupils does not significantly differ.

**Table 2: t-test analysis of teachers’ mean rating on the competencies in assessment of pupils based on their years of service**

S/N	Statement	Variable	N	$\bar{X}$	SD	Df	t-cal	t-crit	Decision	Remark
1	You plan your assessment from the beginning of the term	Older teachers	155	2.36	0.32	198	0.21	1.96	Accept $H_0$	Not Significant
		New teachers	45	2.21	0.24					
2	You often develop various assessment instrument for use in assessment	Older teachers	155	1.88	0.17	198	0.37	1.96	Accept $H_0$	Not Significant
		New teachers	45	1.63	0.14					
3	The rewards of assessment are well kept	Older teachers	155	2.44	0.38	198	0.34	1.96	Accept $H_0$	Not Significant
		New teachers	45	2.25	0.26					
4	Pupils are assessed based on what they have learnt	Older teachers	155	2.47	0.43	198	0.63	1.96	Accept $H_0$	Not Significant
		New teachers	45	2.21	0.23					
5	You take consideration of learners age and ability in your assessment	Older teachers	155	2.08	0.19	198	0.08	1.96	Accept $H_0$	Not Significant
		New teachers	45	2.12	0.14					
6	Your assessment instrument is valid, reliable and usable	Older teachers	155	1.98	0.18	198	0.02	1.96	Accept $H_0$	Not Significant
		New teachers	45	1.96	0.15					
7	Results of your assessment are actual descriptions of your learners’ performance	Older teachers	155	1.36	0.12	198	0.47	1.96	Accept $H_0$	Not Significant
		New teachers	45	1.22	0.13					
8	You ensure that the environment are conducive for assessment	Older teachers	155	2.43	0.37	198	0.68	1.96	Accept $H_0$	Not Significant
		New teachers	45	2.11	0.21					



9	Information from assessment are used for diagnostic purposes	Older teachers New teachers	155 45	2.25 1.67	0.23 0.13	198	1.32	1.96	Accept H <sub>0</sub>	Not Significant
<b>t-test Summary</b>		<b>Older teachers New teachers</b>	<b>155 45</b>	<b>2.14 1.93</b>	<b>0.28 0.18</b>	<b>198</b>	<b>0.45</b>	<b>1.96</b>	<b>Accept H<sub>0</sub></b>	<b>Not Significant</b>

Data on Table 2 show the mean ratings of older and newly recruited teachers on their competencies in assessment of pupils in migrant fishermen programme in Rivers State. An observation of the summary of the calculated t-value in Table 2 above indicated that calculated t-value (0.45) is less than the critical t-value (1.96) at 0.05 level of significance. Since the calculated t-value (0.45) is less than the critical t-value (1.96), the null hypothesis is accepted. The alternate hypothesis is rejected. The result of this hypothesis testing is that the mean rating of older and newly employed teachers does not significantly differ.

**Table 3: t-test analysis of teachers mean rating on the competencies of pupils based on their training**

S/N	Statement	Variable	N	$\bar{X}$	SD	Df	t-cal	t-crit	Decision	Remark
1	You plan your assessment from the beginning of the term	Trained teachers	85	2.43	0.38	198	0.94	1.96	Accept H <sub>0</sub>	Not Significant
		Untrained teachers	115	2.21	0.18					
2	You often develop various assessment instrument for use in assessment	Trained teachers	85	2.47	0.43	198	0.63	1.96	Accept H <sub>0</sub>	Not Significant
		Untrained teachers	115	2.38	0.32					
3	The rewards of assessment are well kept	Trained teachers	85	2.56	0.53	198	1.19	1.96	Accept H <sub>0</sub>	Not Significant
		Untrained teachers	115	1.79	0.19					
4	Pupils are assessed based on what they have learnt	Trained teachers	85	2.44	0.41	198	0.56	1.96	Accept H <sub>0</sub>	Not Significant
		Untrained teachers	115	2.13	0.16					
5	You take consideration of learners age and ability in your assessment	Trained teachers	85	2.51	0.47	198	1.47	1.96	Accept H <sub>0</sub>	Not Significant
		Untrained teachers	115	1.82	0.18					
6	Your assessment instrument is valid, reliable and usable	Trained teachers	85	2.37	0.34	198	1.38	1.96	Accept H <sub>0</sub>	Not Significant
		Untrained teachers	115	1.68	0.15					
7	Results of your assessment are actual descriptions of your learners'	Trained teachers	85	2.35	0.32	198	0.81	1.96	Accept H <sub>0</sub>	Not Significant
		Untrained teachers	115	1.92	0.17					

8	performance You ensure that the environment are conducive for assessment	Trained teachers Untrained teachers	85 115	2.28 1.73	0.26 0.18	198	1.03	1.96	Accept H <sub>0</sub>	Not Significant
9	Information from assessment are used for diagnostic purposes	Trained teachers Untrained teachers	85 115	2.48 2.14	0.43 0.29	198	0.54	1.96	Accept H <sub>0</sub>	Not Significant
<b>t-test Summary</b>		<b>Trained teachers Untrained teachers</b>	<b>85 115</b>	<b>2.43 1.98</b>	<b>0.37 0.24</b>	<b>198</b>	<b>0.95</b>	<b>1.96</b>	<b>Accept H<sub>0</sub></b>	<b>Not Significant</b>

Data on Table 3 indicated that the mean ratings of trained and untrained teachers on their competencies in the assessment of pupils in migrant fishermen programme in Rivers State. An observation of the summary of the calculated t-value in Table 3 above shows that the calculated t-value (0.95) is less than the critical t-value (1.96) at 0.05 level of significance. Since the calculated t-value (0.95) is less than the critical t-value (1.96), the null hypothesis is accepted. The alternate hypothesis is rejected. The result of this hypothesis testing is that the mean rating of trained and untrained teachers on their competencies in the assessment of pupils in the migrant fishermen programme in Rivers State does not differ significantly.

**Table 4: Anova analysis of teachers mean rating on the competencies of pupils based on their specialization**

S/N	Statement	Variable	N	$\bar{X}$	SD	Df	t-cal	t-crit	Decision	Remark
1	You plan your assessment from the beginning of the term	Science teachers	33	2.39	0.26	BG=2 WG=197 T=199	1.56	3.04	Accept H <sub>0</sub>	Not Significant
		Social Sc.	128	2.28	0.19					
		Teacher Arts teacher	39	2.36	0.25					
2	You often develop various assessment instrument for use in assessment	Science teachers	33	2.43	0.39	BG=2 WG=197 T=199	2.11	3.04	Accept H <sub>0</sub>	Not Significant
		Social Sc.	128	2.09	0.27					
		Teacher Arts teacher	39	1.96	0.21					
3	The rewards of assessment are well kept	Science teachers	33	2.56	0.51	BG=2 WG=197 T=199	2.09	3.04	Accept H <sub>0</sub>	Not Significant
		Social Sc.	128	2.41	0.38					
		Teacher Arts teacher	39	2.36	0.35					
4	Pupils are assessed based on what they have learnt	Science teachers	33	2.43	0.41	BG=2 WG=197 T=199	1.04	3.04	Accept H <sub>0</sub>	Not Significant
		Social Sc.	128	2.41	0.37					
		Teacher Arts	39	2.44	0.39					

5	You take consideration of learners age and ability in your assessment	teacher									
		Science teachers	33	2.66	0.61	BG=2	0.98	3.04	Accept H <sub>0</sub>	Not Significant	
		128	2.62	0.54	WG=197						
		Social Sc.	39	2.65	0.62	T=199					
Teacher Arts											
6	Your assessment instrument is valid, reliable and usable	teacher									
		Science teachers	33	2.53	0.49	BG=2	1.16	3.04	Accept H <sub>0</sub>	Not Significant	
		128	2.47	0.43	WG=197						
		Social Sc.	39	2.45	0.41	T=199					
Teacher Arts											
7	Results of your assessment are actual descriptions of your learners' performance	teacher									
		Science teachers	33	2.48	0.45	BG=2	1.05	3.04	Accept H <sub>0</sub>	Not Significant	
		128	2.48	0.41	WG=197						
		Social Sc.	39	2.43	0.38	T=199					
Teacher Arts											
8	You ensure that the environment are conducive for assessment	teacher									
		Science teachers	33	2.66	0.64	BG=2	0.94	3.04	Accept H <sub>0</sub>	Not Significant	
		128	2.67	0.63	WG=197						
		Social Sc.	39	2.65	0.61	T=199					
Teacher Arts											
9	Information from assessment are used for diagnostic purposes	teacher									
		Science teachers	33	2.53	0.49	BG=2	0.89	3.04	Accept H <sub>0</sub>	Not Significant	
		128	2.46	0.42	WG=197						
		Social Sc.	39	2.51	0.47	T=199					
Teacher Arts											
<b>F-ratio Summary</b>		teacher									
		Science teachers	33	2.52	0.48	BG=2	1.31	3.04	Accept H <sub>0</sub>	Not Significant	
		128	2.49	0.45	WG=197						
		Social Sc.	39	2.47	0.43	T=199					
		Teacher Arts									

Data on Table 4 show the mean ratings of teachers based on the area of specialization on their competencies in the assessment of pupils in migrant fishermen programme in Rivers State. An observation of the summary of the calculated F-ratio in Table 4 above reveals that the calculated F-ratio (1.31) is less than the critical F-ratio (3.04) at 0.05 level of significance. Since the calculated F-ratio (1.31) is less than the critical F-ratio (3.04), the null hypothesis is accepted. The alternate hypothesis is however rejected. The result of this hypothesis testing is that the mean rating of teachers on the assessment of pupils in the migrant fishermen programme does not significantly differ based on area of specialization.

### Discussion

Data in Table 1 show that the mean rating of teachers on the competencies in assessment of pupils in migrant fishermen programme, does

not significantly differ based on gender in Rivers State. However, an observation of the mean rating of male and female teachers' competencies in assessment of pupils in migrant fishermen programme indicates that both male and female teachers' competencies are inadequate (male teachers, 2.06, female teachers, 1.97) respectively. This result is due to the fact that the teachers are not enthusiastic about teaching in migrant fishermen programme. They are also not satisfied teaching in the programme. Probably, they accepted the job as a result of the present state of unemployment. In addition, they are only teaching in the programme while waiting for other opportunities. Some of the teachers even seek transfer to regular school programme. This finding of this hypothesis is in congruence with Okwudiri (2014) that the manner in which assessment is implemented in the educational system left much to be desired.

Data in Table 2 reveal that the mean rating of teachers on the competencies in assessment of pupils in migrant fishermen programme does not significantly differ based on years of service in Rivers State. Observation of the mean rating of older and newly employed teachers indicated that both category of teachers lack adequate competencies in the assessment of pupils in the programme. This result is due to the fact that the migrant fishermen programme is not well supervised or well funded. This perceived government lack of commitment to the programme has seriously affected the effective implementation of the programme especially in the assessment of pupils in the programme. In addition, the teachers in the programme are not sufficiently motivated as they are owed several months salaries. This result is in congruence with Ajoku (2000) that there is poor implementation assessment among teachers in the migrant fishermen programme in the old Rivers State (comprising Rivers and Bayelsa States).

Data in Table 3 indicated that the mean rating of teachers on the competencies in assessment of pupils in migrant fishermen programme does not significantly differ based on their training in Rivers State. Observation of the mean rating of trained and untrained teachers in the programme shows that they poorly implement assessment. This result may not be unconnected with the persistent problem of lack of facilities to effectively assess the pupils in the programme. Facilities such as continuous assessment folders, files and storage facilities are in short supply. This therefore seriously affected the effective assessment of pupils. This result is in congruence with Aboho (1999) who decried poor implementation of assessment among teachers in nomadic education programme in Taraba and Benue States of Nigeria based on their training.

Data in Table 4 revealed that the mean rating of teachers on the competencies in assessment of pupils in migrant fishermen programme in

Rivers State does not significantly differ based on specialization. Observation of the mean rating of science related, social science related and Arts related areas of specialization shows poor implementation of assessment in the programme. This result is due to poor or negative attitude displayed by the teachers in the programme. Interaction with some of the teachers during the administration revealed that they are not motivated and also the lack of facilities affects implementation of various aspects of the programme. This finding is in congruence with Aboho (1999) that teachers in nomadic education programme in Taraba and Benue States of Nigeria in various areas of specialization poorly implement assessment in the programme.

### **Recommendations**

Based on the findings of the study, the researcher made the following recommendations

1. There should be regular training programmes such as conferences, seminars etc for teachers in the migrant fishermen programme in Rivers State.
2. Teachers without professional training should be encouraged to enroll in the Post Graduate Diploma in Education (PGDE) programme. This will enhance their understanding of effective assessment practice.
3. The salary of teachers in the programme should be improved upon and paid promptly. This will improve the attitude of the teachers towards the programme and by implication, the assessment of pupils in the programme.
4. The migrant fishermen programme (MFP) should be accorded the same recognition as other regular school programmes in order to make education accessible to all. This will enhance the implementation of assessment practice in the programme.
5. The ministry of education in the state should regularly supervise the migrant fishermen programme generally and assessment of learning outcomes among pupils in particular. This will ensure that education services provided in the programme are based on set standards.

### **Conclusion**

The Migrant Fishermen Programme is an important innovation to make education accessible to the learners in locationally difficult circumstances in the riverine areas of Rivers State. Assessment of learning outcomes among the pupils is an essential component of the programme. Stakeholders should do the needful in order to ensure that the objectives of this programme are achieved and that the teachers in the programme have the

desired competencies in assessing and monitoring learning outcomes among the pupils in the programme for quality education.

### **References**

- Aboho, D.A. (1999). An evaluation of nomadic education programme in Taraba and Benue States of Nigeria, unpublished Ph.D dissertation, University of Port Harcourt.
- Ajoku, L.I. (2000). Socio-cultural and ecological factors in the education of children of migrant fishermen in Rivers State, unpublished Ph.D dissertation, University of Calabar.
- Akrah, S. & Baba, G.F. (2001). Integrating Information and Communication Technologies (ICT) in Nigeria tertiary education, the African symposium, *Journal of African Educational Research Network*. 3(5): 32-40.
- Asuru, V.A. & Ogidi, R.C (2015). Identification and utilization of strategies for enhancing quality assessment in school based assessment in secondary schools in Rivers West Senatorial District in Rivers State, Nigeria. *Journal of National Association of Female Teachers (JONAFET)*, 6(3), 1-15.
- Eheazu, B.A. (1979). Non-formal approaches to the education of migrant fishermen in Nigeria. A paper presented at the National Conference on Education of Migrant Fishermen organized by the National Commission for Nomadic Education, Kaduna, 26<sup>th</sup> – 27<sup>th</sup> June.
- Ezewu, E.E., Dienye, N.E. & Awotua-Efebo, E.B. (1988). Responsive education: Phase I. Report of a study on the desirability of providing special education for the migrant fishermen of Rivers State, Faculty of Education, University of Port Harcourt.
- Ezewu, E.E., Dienye, N.E. & Awotua-Efebo, E.B. (1989). Responsive education: Phase II. Report of a study on the desirability of providing special education for the migrant fishermen of Rivers State, Faculty of Education, University of Port Harcourt.
- Federal Republic of Nigeria (1999). The constitution of the Federal Government Press.
- Gbamanja, S.P.T. (1997). Curriculum development and implementation: New strategies for the years 2000 plus. Port Harcourt: Paragraphics.
- Kanu, J.A. (2010). Effective implementation of school based assessment (SBA) in Business studies. Implication for UBE. *Nigerian Journal of Educational Research and Evaluation (NAERE)*, 8(3), 98-106.
- Ogbondah, L. (2005). Evaluation of migrant fishermen's children education programme in Rivers State of Nigeria. A Ph.D dissertation carried out

in the department of curriculum studies, Educational Management and Planning, University of Uyo.

- Ogidi, R.C. & Nwachukwu, K. (2012). Psychological problems of continuous testing on the emotion of junior secondary school students in Port Harcourt Metropolis. *Journal of Issues in Professional Teacher Education (JIPTE)* Maiden Edition, 24-34.
- Ogidi, R.C. & Nwachukwu, K. (2016). Evaluation of teachers' competencies in the assessment of studies with special needs in inclusive schools in Port Harcourt Metropolis in Rivers State, Nigeria. *International Journal of Psychology & Counselling*, 8-15(1), 51-77.
- Okwudiri, C.T. (2014). Innovation in assessment. *Educational Today*, 2(5), 6-13.
- Olaitan, S.O. (2003). *Understanding curriculum*. Nsukka Nudim printing and publishing company.
- Osinen, U.R & Ugwoke, E.O. (2011). Issues of ICT assessment in teaching and learning of business education courses. *Business Education Journal*, 7(1): 95-105.
- Wagbara, S.O (2016). Assessment of science teachers and the availability/effective use of ICT facilities in some selected secondary schools in Port Harcourt Metropolis. *Journal of Women in Colleges of Education*, 11(2):20-23.