

**THE EFFECT OF LITERACY APPROACHES ON THE  
SOCIO-ECONOMIC LIFE OF THE MIGRANT FISHERMEN  
IN LAGOS STATE**

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**CERTIFICATION**

This is to certify that the Thesis:

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## **TABLE OF CONTENT**

### **TITLE PAGE**

### **PAGES**

Certification

ii

Acknowledgement

iii-v

Table of Contents

vi- xi

List of Tables

xii-xii

List of figures

xiv

List of Appendixes

xv

Abstract

xvi

## **CHAPTER ONE: INTRODUCTION**

1.1 Background to the Study

1

1.2 Statement of the Problem

10

1.3 Purpose of the Study

12

1.4 Research Questions

13

1.5 Research Hypotheses

14

1.6 Theoretical Framework

15

1.7 Significance of the Study

20

1.8 Scope of the Study

21

1.9	Limitation of the Study	21
1.10	Operational Definition of Terms	22
 <b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>		
2.0	Introduction	26
2.1	Literacy, Development and Migrant Fishermen	26
2.2	National Policy on Education of Migrant Fishermen	51
2.2.1	Aims and Objectives of Nomadic Education	59
2.3	Approaches to Literacy Education	74
2.3.1	Bottom-Up/Top-Down Approaches	76
2.3.2	The Functional Approach	77
2.3.3	Integrated Approach	78
2.3.4	Each One Teach One	79
2.3.5	Family Literacy Approach	79
2.3.6	Coaching	80
2.3.7	Pair Modeling	80
2.3.8	Parent-Child Interaction	80
2.3.9.	Freirean Conscientization Approach	81
2.3.10.	The Real Literacy Materials	82

2.3.11 The Language Experience Approach	83
2.3.12 New Concepts of Literacy: The Ideological Approach	83
2.3.13 Visual Literacy	85
2.3.14 Numeracy	85
2.3.15 Gender	86
2.4 An Empirical Evaluation of the Effectiveness of Whole Language Approaches on the Oral Literacy Skills of the Bilingual Pre-School Children Identified as Speech Impaired in Spain	88
2.5 Socio-Economic Characteristics of Peasants in Nigeria	95

### **CHAPTER THREE: METHODOLOGY**

3.0 Introduction	100
3.1 The Research Design	100
3.2 The Population of Study	101
3.3 Area of the Study	101
3.4 Sampling Technique and Sampling size	102
3.5 Instrumentation	103
3.5.1 Learners Pre and Post-Achievement Tests in Literacy (Reading, Writing and Arithmetic)	103
3.5.2 Fish Production, Social and Economic Schedule (FPSES)	104



3.5.3 Learners Perception on Instructors Performance Schedule (LPIPS)	104
3.5.4 Instructional Materials	105
3.5.4.1 The Reading Primer in English/Yoruba	105
3.5.4.2 The Syllabus	105
3.5.4.3 Scheme of Work	105
3.5.4.4 Lesson Notes	106
3.5.4.5 Sample Design for Scoring	106
3.5.5 Procedure for Administration of Research Instruments for the Study	
3.6 Procedure for Data Collection	110
3.7 Method of Data Analyses	118
3.8 Pilot Study (Validity of Instrument)	120
3.9 Reliability of Instrument	120

## **CHAPTER FOUR: DATA ANALYSIS, TEST OF HYPOTHESES AND DISCUSSION OF FINDINGS**

4.0 Introduction	123
4.1 Demographic Data of the Respondents	123

4.1.1 Percentage Distribution of the Respondents by Sex	123
4.1.2 Percentage Distribution of the Respondents by Age	124
4.1.3 Percentage Distribution of the Respondents by Marital Status	125
4.1.4 Percentage Distribution of the Respondents by Tribe	125
4.1.5 Percentage Distribution of the Respondents by Religion	126
4.1.6 Percentage Distribution of the Respondents by Level of Education	126
4.1.7 Percentage Distribution of Respondents by Occupation	127
4.2 Hypothesis One	128
4.3 Hypothesis Two	135
4.4 Hypothesis Three	135
4.5 Hypothesis Four	146
4.6 Hypothesis Five	156
4.7 Hypothesis Six	158

## **CHAPTER FIVE: DISCUSSION OF FINDINGS, CONCLUSIONS, IMPLICATIONS, CONTRIBUTIONS, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND SUMMARY**

5.0 Introduction	161
5.1 Summary of Findings	161

5.2	Contribution To Knowledge	165
5.3	Implication of the Findings for Adult Education	166
5.4	Recommendations	167
5.5	Suggestions For Further Research	170
References		171-183
<i>Appendixes</i>	A	
	B	
	C	
	D	

## **LIST OF TABLES**

- 3.2.1 Sample Distribution by Local Government and Fishing Community
- 3.6.1 The Reliability of the Instrument
- 4.1.1 Percentage Distribution of the Respondents by Sex
- 4.1.2 Percentage Distribution of the Respondents by Age
- 4.1.3 Percentage Distribution of the Respondents by Marital status
- 4.1.4 Percentage Distribution of the Respondents by Tribe
- 4.1.5 Percentage Distribution of the Respondents by Religion
- 4.1.6 Percentage Distribution of the Respondents by Qualification
- 4.1.7 Percentage Distribution of the Respondents by Occupation
- 4.2.1 Pre-and Post Literacy Scores of the Treatment and Control Groups
- 4.2.2 ANCOVA Test of Difference in Post Literacy Scores among Fishermen  
in the Experimental and Control Groups
- 4.2.3 Post-hoc Comparism of Difference in Post Literacy Scores among Subject  
in the Post Literacy Scores among Subjects in the Experimental and  
Control Groups
- 4.3.1 Post test Literacy Mean Score of Fishermen based on Income Level
- 4.3.2 ANCOVA test of Difference in Post Literacy Scores among fishermen  
based on Level of Income

#### 4.3.3 Pair-Wise Comparism of the Group of Means

#### 4.3.4 Post Literacy Mean scores of Fishermen based on Housing Types

#### 4.3.5 ANCOVA test of Difference in Post Literacy Mean Scores of Fishermen based on Housing Type

#### 4.3.6 Post Literacy Mean Scores of Fishermen based on Fishing Equipment

#### 4.3.7 Pair-Wise Comparism of the Group Means based on Fishing Equipment

#### 4.3.8 Post-hoc Analysis of the Differences in Post test Literacy Scores of Fishermen owing to Fishing Techniques Employed

#### 4.4.1 Post test Literacy Mean Scores of the Experimental Groups and Sex

#### 4.4.2 ANCOVA Comparing Sex and Experimental Conditions of Fishermen in Literacy Scores

#### 4.5.1 Post test Literacy Mean Scores of Migrant Fishermen owing to Age

#### 4.5.2 Analysis of Age on Literacy Level of Migrant Fishermen

#### 4.5.3 Pair-wise Comparism of Difference in Post Literacy Scores owing to Ages of Migrant Fishermen

#### 4.6.1 T-test Comparism of Post literacy Scores of Migrant Fishermen based on marital status

#### 4.6.2 Relationship between Perception of Instructors and Acquisition of Literacy by the Migrant Fishermen

## **LIST OF FIGURES**

1. Interaction Level between Mean Scores, Group and Sex
2. Major Coastal Fishing Villages in Lagos State and Adjoining Waters

## **ABSTRACT**

This study investigated the effect of literacy approaches on the socio-economic life of migrant fishermen in Lagos State. It examined the extent to which some identified approaches would promote literacy acquisition among the Migrant Fishermen, and how their personal variables like sex, age, marital status and level of education influenced their literacy acquisition. A total number of one hundred and sixty fishermen were selected from Badagry, Ibeju-Lekki, Epe and Amuwo-Odofin Local Government Areas of Lagos State to as sample of the study. The data collected were analysed and tested at 0.05 level of significance.

The results of the findings indicated that competency based approach recorded the highest improvement in literacy among other approaches adopted. Also, the approaches had a remarkable effect on socio-economic life of the fishermen considering the variables for the social status placement e.g. Income, fishing techniques etc. On the bases of the findings, the following recommendations were made, among others:

That suitable literacy approaches such as the Competency-Based Approach should be used to meet the need of adult learner (fishermen).

Government should support the literacy education for fishermen by providing funds, necessary materials and equipment to all literacy centers in Nigeria.

Again, adequate publicity and literacy campaign should be made especially on the value of being literate regardless of the age or status of the participants.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. BACKGROUND TO THE STUDY**

The issue of illiteracy is a major concern in most modern societies. It is a phenomenon that features prominently in national as well as international reports and recommendations. As a concept, illiteracy denotes the state of being unable to read and write or compute with understanding (Okedara, 1981:12).

In the most common sense, illiteracy is the opposite of literacy, which means the acquisition of the skill of transmitting and receiving messages or information in an intelligible manner in written form. According to UNESCO (1976), a person is considered literate when the individual has acquired the essential knowledge and the skill, which enable individual to engage in all those activities in which literacy is required for effective functioning in the individual group and community, and whose attainments in reading, writing and arithmetic make it possible for individual to continue to use these skills towards individual own and the community's development (UNESCO, 1965:21). There are some



assumptions underlying why nations embark on literacy programmes. It is believed that:

- i. Literacy is a human right and illiteracy a source of shame.
- ii. Literacy is a tool for promoting national development in all spheres.
- iii. A non-literate population may be condemned for continuing the modes of production of its ancestors.
- iv. Literacy would act as a bridge between fatalistic and uncomprehending acceptance, which was thought to characterize many rural people.
- v. Literacy would motivate the masses to increase their effort to break out of the poverty circle.

Literacy would help Migrant fishermen adopt a more advantageous mode of production, distribution and consumption (Thompson, 1989:42). Illiteracy is perceived as a disease as non-literates everywhere lack important functional competencies. They are not able to read or write and cannot understand a printed explanation of financial charges. Non-Literates are thought to be ignorant of several opportunities for businesses and financial assistance advertised in newspapers. As noted by Oyedeji, Omolewa and Asiedu (1982: 50), even if non-literates are told about the numerous advertisements concerning trade enquiries,

distributorship, dealerships and other opportunities, they are not likely to be able to follow them up, as they remain non-literates. Cross (1981:84) posited that the problems of functionally non-literates, especially adults, are extremely serious and stubborn.

Non-literates abound in most societies, especially in the less developed countries. Periodic reports by UNESCO and UNDP (1990:18) indicate that Nigeria, like many less developed and third world countries is made up of many non-literates.

Apparently, illiteracy is more pronounced in some occupations and professions. In Nigeria, fishing is basically the occupation of people living in riverine areas. Suffice it to say that fishing provides employment for a great number of people. Lagos State is one of the states in Nigeria that has a large population of fishermen (Eko Book, 2002:5). The situation in which greater numbers of fish farmers in Lagos are non-literate does not augur well for the society.

The geographical environment where the fishermen dwell is not conducive. The environment is difficult and harsh hence are not easily accessible. For these reasons, the dwellers in the various fishing communities appear isolated and forgotten. They seem to be outside government plans and actions and lack basic infrastructure necessary for healthy living. Thus, migrant

fishermen maintain a very low socio-economic life. Besides, these fishermen experience other correlates of poor life, namely: infant mortality, migration of the youth and poor-educated population, malnutrition and large families.

The migratory nature of migrant fishermen's occupation makes them to live in shacks. The fishermen also suffer poor and insufficient medical care, unsanitary health and inadequate housing. Arguably, the migratory nature of the fishermen's job and the geography, of their environment demand that the migrant fishermen be given special education, since this is regarded as the basics to the socio-economic life of an average citizen. Giving the fishermen conventional education is made impracticable. Hence, concerned educators advocate adult literacy programmes.

Adult literacy programme entails making adults acquire the ability to read, write and do simple calculations with understanding. Oyedepi, Omolewa and Asiedu (1982:50) describe adult literacy as a means of acquisition of the skills of reading, writing and numeracy by adults. To Scribner and Cole (1981:34), adult literacy education is not simply making the fishermen to know how to read and write a particular script or count numbers, but enabling them applies these skills for specific purposes in specific context. The acquisition makes it easier for adults to benefit from other types of

adult education, including agriculture and health extension programmes.

Adult literacy education is considered the pivot on which other forms of education revolve. It is accepted as a vehicle for obtaining further information, for modifying attitudes and behaviour and for achieving a better quality of life (Oyededeji, Omolewa & Asiedu 1982:63).

It is postulated that providing adult literacy education to fishermen is significant in many ways. These include that:

- i. Literacy and numeracy abilities of fishing communities play a significant role in management of aquatic resources as well as in the maintenance and diversification of livelihoods.
- ii. Acquisition of literacy and numeracy enhances the ability of fishermen in record keeping, communication, management of business activities and marketing. These activities may typically involve book keeping using both literacy and numeracy, and letter writing as part of long distance trade.
- iii. Literacy is needed as part of community management of fishing resources and in environmental protection activities.
- iv. The ability to access and use written communication influences decision-making (for example on health or

credit), which can also enhance and diversify people's livelihoods. (Barton, P. and Hamilton, K. 1998:35).

In Nigeria, it is envisaged that it is only through some special educational programmes that migrant fishermen and other non-literates can benefit from the provisions of the National Policy on Education, so as to enable them contribute their quota to national development. The National Policy on Education which originated in the 1970s, published in 1977 with the latest revision in 2004 provided for the establishment of mass literacy, adult and non-formal education. According to the policy, the programmes encompass all forms of functional education given to youths and adults outside the formal school system, such as functional literacy, remedial and vocational education (National Policy on Education, 2004:15). The goal of mass literacy, adult and non-formal education as contained in the National Policy on Education includes:

*To provide functional literacy and continuing education for adults and youths who have never had the advantages of formal education, or who did not complete their primary education. These include nomads, migrant families and the disabled and other*

*categories or groups, especially the disadvantaged gender (National Policy for Education, 2004:25).*

Basically, the thrust of the programmes is to eliminate mass illiteracy and to encourage individuals to see literacy as a means to self-improvement and adapt the literacy programmes into socio-cultural conditions. In order to make the idea work, the Federal Government of Nigeria instituted a National Commission for Mass Literacy, Adult and Non formal Education. The states of the Federation complemented the activities of the national body by establishing mass literacy agencies as part of the over-all national effort to eradicate mass illiteracy.

Further to the various earlier efforts to strengthen education in Nigeria, the Universal Basic Education (UBE) scheme was launched on September 30, 1999. The stated goals of the scheme include:

- i. To universalize access to basic education
- ii. Engender a conducive learning environment, and
- iii. Eradicate illiteracy in Nigeria within the shortest possible time.

*The scheme has three components, namely:*

- i. Formal basic education encompassing the first nine years of schooling, that is, primary, and junior secondary education, for all children
- ii. Nomadic Education for school age children of pastoral nomadic and migrant fishermen, and
- iii. Literacy and non-formal education for out- of- school children, youth and non-literate adults.

A careful study of two of the components of the UBE scheme shows that the migrant fishermen and non-literate adults are considered. This means that the UBE programme in addition aimed at eliminating illiteracy among migrant fishermen. It would also help individuals to use literacy as a means of achieving self-improvement, socially and economically.

Sequel to the declared intention to improve the educational needs of the migrant fishermen, one would think that there are innovative literacy approaches that could be applied. It is important to note that approaches are not the same thing as methods. As Aderinoye (1997:65) explained, approaches refer to the process employed in reaching the learners, while methods mean the process of instruction. Examples of teaching methods include tutorials, study circle, the synthetic and analytic methods, discussion group,

lecture and role-playing methods. Approaches, as identified by Aderinoye (1997: 68) include the functional approach, integrated approach, fund - the - teaching - of - one approach, each - one - teach - one approach, family literacy approach, Freirean conscientization, real literacy approach and the distance education approach. On their part, Lind and Johnson (1990: 36) identified four approaches, which they considered as having major influences in the Third World in recent history. The approaches are:

- i. The Fundamental Education Approach, other wise called Basic Education or General Literacy.
- ii. The Selective - Intensive Functional Approach launched through the Experimental World Literacy Programme EWLP, which to some extent, is still practised as Functional Literacy.
- iii. The Conscientization Approach, written by Paulo Freire and often promoted by NGOs; and
- iv. The Mass Campaign Approach which seeks to involve all segment of society in order to make all adult men and women in the nation literate within a particular time frame.



This study is interested in trying out some of these innovative literacy approaches in order to help ameliorate the illiteracy level of the fishermen in Lagos state.

## **1.2 STATEMENT OF THE PROBLEM**

The migrant fishermen are a special population whose socio-economic life and contribution to economic growth of the nation has been of special interest to the Nigerian government. The quest by the government to give literacy education to the migrant fishermen to boost their quality of lives appears to be distant from being accomplished. According to Ezewu and Tahir (1997:43) one of the problems is that, the fishermen and their children often see formal education as largely irrelevant to their occupation and health. Moreover, their environment (which is reverine in nature) and occupational activities (which are migratory) seem to pose some obstacles as these factors make it rather difficult for the fishermen to access formal or Western education

In addition, Ezeomah (1999:29) identifies other factors that have also influenced the socio-economic life of the fishermen such as cultural/traditional biases, poverty, high fertility rate, extreme

conservation and antagonism to innovation. These factors make up the social environment of the fishermen.

Furthermore, Ezeomah (1999:34) noted that while the fishermen would have taken up more ambitious programmes and risks of exploring new methods, this is not the case as the fishermen generally lack the knowledge, skills and attitude needed to take up such challenges in their profession. Hence, they remain impoverished and underdeveloped. The major problem is that these fishermen do not have the basic education and the reasons for this situation could be attributed to many of the factors highlighted above and that the Universal Basic Education (UBE) which was the platform on which the programme is concentrated had more provisions for the young and children. However, it is a truism that the fishermen as citizens still require governmental support to improve their socio-economic status and literacy level which at the point of investigation was very low.

It appears to the investigator that the fishermen had come in contact with literacy many years ago but the method used did not consider their needs, which included making schools and learning centres readily accessible to them since they are highly mobile in nature.

Considering the significance of literacy education as a tool for a socioeconomic empowerment, perhaps it can be asked; would adoption of the selected approaches to the literacy education of migrant fishermen in Badagry, Lekki, Amumo Odufin and Epe in Lagos State have the effects of rising their socioeconomic lives?

### **1.3 PURPOSE OF THE STUDY**

The study was undertaken to determine the effect of whole language approach on the level of literacy of the fishermen in the study area.

Furthermore, the study was aimed at examining the extent to which some identified approaches would promote literacy acquisition among the Migrant Fishermen, and how their personal variables like sex, age, marital status and level of education of influenced their literacy acquisition. Other purposes of the study include:

- i. Finding out if socio-economic status (like income, housing types and fishing techniques) of the migrant fishermen has any influence on their participation in literacy programme.
- ii. Investigating if the perception of the instructors affects the respondents' acquisition of literacy skills.

- iii. Determining the extent to which adoption of the literacy approaches would enhance the production level of the fishermen.

#### **1.4 RESEARCH QUESTIONS**

The research questions generated for the study are:

- i. Is there any difference in the post treatment income levels of fishermen treated with either whole-language, competency based, or Freirean approaches and those who were not?
- ii. Does socio-economic status (income, housing type, and fishing techniques) of fishermen affect their literacy acquisition?
- iii. To what extent does the gender of fishermen at experimental and control group affect their literacy acquisition?
- iv. Do migrant fishermen's ages influence their literacy acquisition?
- v. Has marital status affected literacy acquisition of migrant fishermen?
- vi. Does migrant fishermen's perception of their instructor affect their acquisition of literacy skills?

## **1.5 HYPOTHESES**

To guide this research, the following null hypotheses were formulated and tested:

1. There is no significant difference in the pre and post treatment literacy scores of fishermen treated with Whole-Language, competency based and Freirean approaches.
2. There is no significant difference between the pre and post treatment literacy scores of fishermen from different socio-economic statuses
3. There is no significant gender difference in the pre and post literacy scores of fishermen in the treatment and control groups.
4. There is no significant difference in the pre and post literacy scores of migrant fishermen of differing ages
5. There is no significant difference in the pre and post literacy scores of married and single migrant fishermen
6. There is no significant relationship between migrant fishermen's perception of instructors and their acquisition of literacy skills.

## **1.6 THEORETICAL FRAMEWORK**

This study is guided by the following selected theories:

- i. The theory of literacy and development by Thompson (1981)
- ii. The Theory of andragogy. – by Malcolm Knowles (1976)
- iii. Expectancy – Valency theory – by Rubenson (1977)

### **I. The Theory of literacy and development**

Thompson (1981:56) contended that many of the assertions about the importance of literacy which had been made, and which continues to be made today, are not grounded in rigorous research and evaluation. He noted that very rarely did general literacy lead immediately to practical benefit higher production or increased income. Furthermore, he pointed out that those concerned with extension work among rural populations were by no means always convinced of the fundamental significance of literacy. According to Thompson, they were inclined to argue that the best way of communicating with a farmer in order to persuade him to make significant changes in his modes of production and way of life was unlikely to be through written advice and instruction dispatched from a distance.

He argued that it is better to maintain direct and personal contact, combining discussion with demonstration and taking into account the individual personality and circumstance of the farmer. Further to this reasoning, he posited that, at a later stage when the farmer was already committed to new methods and regular reinforcement became necessary, written communication might as well play a valuable role. He strongly argued that in the early stages, expenditure on making the farmer literate might drain funds away from more fundamental undertaking.

The theory is relevant to the study because it creates an understanding that provision of literacy to the fishermen must maintain direct and personal contact, combining discussion with demonstration and taking into account the fishermen's personalities which will lead to a change in their socioeconomic life.

## **ii. The Theory of Andragogy**

This paradigm postulates that there are peculiar ways of helping adults learn which are in contrast to pedagogy - the art and science of helping children to learn. The theory identifies some assumptions on adult learners as follows:

1. That their self-concept moves from one of being a dependent personality towards one of being a self-directing human being.
2. That adult accumulates a growing reservoir of experience that becomes an increasing resource for learning.
3. That readiness to learn becomes oriented increasingly to the developmental tasks of his social roles and in his time prospective changes from one of postponed application of knowledge to that of immediacy of application, and
4. Accordingly, their orientation towards learning shifts from one of subject centeredness to one of problem centerdness.

The relevance of this theory to this study partly lies in its identification of some characteristics of adult learners. It also projects the fishing adults as different learner species because of their reservoir of experience especially in their profession. The theory helps us understand that the fishermen would want to acquire knowledge in order to solve their immediate problems especially as they concern their socio economic life. This also agrees with: the independent nature of adults as was pointed out in the assumptions.



### **iii. The Expectancy - Valency Theory**

Kjell Rubenson (1977), a Swedish educator, developed the expectancy valence theory. The theory attempts to provide a framework for understanding the competing forces at work in motivating adults to participate in organized education. Making use of prevailing research findings and past theoretical models, Rubenson (1977:51) formulated this theory as a modification and application of earlier work by Vroom (1964:23). In his own work, Vroom (1964:25) attempted to explain the motivation and incentives of people for work. In both works, education is perceived as an achievement oriented activity in the same way work is an achievement-oriented activity. It is argued that people who want to attain greater heights would put effort into personal achievement in school or on the job.

The theory has two components: namely expectancy and valence. In the first instance, there is the expectation of personal success in the educational activity and the expectation that being successful in learning activities would have positive results. It follows that if an individual does not perceive himself as being able to participate successfully or it seems there is no reward for doing so, the resultant force would be zero, and there would be no motivation to participate.

The second component is valence. This is concerned with the affective outcome of the activity, which could be positive, neutral, or negative. The strength of this component depends on the anticipated result of participation; for example, participation in adult education could lead to improved socio-economic life, including receiving higher income. This, however, is at the expense of some other variables. Here, the valence is said to be the algebraic science of the values that the person puts on the different consequences of participation.

It is explained that expectancy alone may not lead to course enrollment unless there is a positive valence associated with the anticipated outcomes, which in this case is job promotion, must be perceived as desirable. Rubenson places considerable emphasis on the role of reference groups in shaping attitudes.

This theory is relevant to this study in the sense that the migrant fishermen perceive that attending adult literacy programme would improve their socio-economic life. There is the possibility that they would be willing to participate. They might not participate if the programme would not improve their socio-economic life. Again, their participation could be influenced by reference group perception and some other environmental factors, including cost of the programme.

The paradigm is important, as it has led to a shift of attention from demographic variables like age, sex and race or ethnic group to other measures. The emphasis is greatly placed on the influence of membership groups and an individual learner's perception of his or her environment and what they expects to gain from participation in the literacy programme.

### **1.7 SIGNIFICANCE OF THE STUDY**

The study would be useful in:

- providing information on the effect of literacy approaches on the socio-economic life of the migrant fishermen;
- determining the extent to which some personal variables e.g. sex, age, etc. influence literacy intention;
- finding out if the socio-economic status of the migrant fishermen has influence on their participation in literacy programme;
- investigating if the perception of instruction affect the respondents' acquisition of literacy and

Finally, it provides information for other researchers who might want to carry out further research studies on the topic related to this area

### **1.8 SCOPE OF THE STUDY**


The research was carried out in fishing villages in Lagos State. Areas covered included rural Badagry, Epe, Ibeju Lekki and Amuwo Odofin.

The study considered the effect of four approaches to literacy on the life of migrant fishermen. The approaches were the whole language approach, the competency based approach, the freirean approach and the eclectic approach.

### **1.9 LIMITATION OF THE STUDY**


The major constraint, which the researcher had to contend with, was the physical environment of the areas of research, which was mainly riverine in nature. However, the research was able to overcome this constraint by carrying out her research more in the dry season rather than in the rainy season. Furthermore, another constraint the research has to deal with was the incessant increase in fuel price, which made the cost of transport very high. This cost reduced the movement to the area of research. Financial constraint also restrained the researcher from employing a much wider sample.

Again, major problems encountered by the researcher were the resistance of the fishermen in participating in the literacy



programme. Getting their co-operation was an up-hill task owing to the tight fishing schedule of the fishermen. As a means of dealing with this problem, the researcher visited the communities several times and at the periods that were convenient for the fishermen. Finally, the researcher lost a literacy centre to flood and erosion. Another literacy centre was built at Ikafé-Ibeju Lekki to replace the damaged one

**1.10 OPERATIONAL DEFINITION OF TERMS:** In the context of these studies, the meanings of the following concepts are explained, as the researcher wants them to be understood as they are used in this study.



**Literacy:** In modern context, the word means reading and writing in a level adequate for written communication and generally a level that enables one to successfully function in a society. Recently visual representation and computation were added.

This research could involve the ability to read, write and follow directions, to make predictions, to explain events and to interact in social settings involving non-verbal communication including sign language and computation.

**Approach:** This is the process of reaching the learners for effective teaching and learning.

**Approach:** This is the process of reaching the learners for effective teaching and learning.

**Migrant fishermen:** In this research work embraces both the fishermen and women who are living and engaged in fishing activities as they move from one fishing part to another in Lagos State.

**Development:** The general improvement in economic, social and political condition of the whole society in terms of reduction or elimination of poverty, inequality, injustice, insecurity, ecological imbalance and unemployment within the context of a general economy.

**Socio-economic life:** This connotes the people's way of life, especially their occupation, family life, interactions, education, means of transportation, income level, learning outcome, housing type, fishing techniques, production level, etc.

**Adult learner:** An adult learner is described as any adult who engages in some type of activity, formal or informal, in the acquisition of knowledge or skill, in an examination of personal attitudes, or in the mastery of behaviour or he is one who had once dropped out or stepped aside from the school system. He may also be a person who has once dropped out of the first level of formal education and has reverted to illiteracy with the passage of time.

He may also be a person of school age who has no opportunity of attending school early. This group of people may range from fifteen to sixty years of age.

**The Whole Language Approach:** This approach sees language as whole entity and argues that language should be taught as a "whole". It attempts to cover the whole gamut of language learning, including reading, writing and speaking.

Furthermore it is defined as producing a holistic reading and writing curriculum which uses real, authentic literature and real books.

**Competency-Based Approach:** Using the language of those who earn their living selling and marketing, competency -based approach relies on using a series of assessment tools that identify not only the technique the candidate possesses, but his behavioral competencies as well. It is also an approach to vocational training that places emphasis on what a person can do as a result of completing a programme of training.

**The Freirean Approach:** This approach is a process of planning or investigation, based on the decoding of information from the participants, who alone see the "objective truth" about themselves. The approach makes use of discussions of issues drawn from learners' real- life experiences.

**Eclectic Approach:** This approach combines the elements of the analytic and synthetic methods of literacy. These methods are used from the beginning of the lessons, with the observation of written items and reading of such items.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

The focus of this study is to appraise the effect of approaches to literacy on the migrant fishermen in Lagos state. In this chapter, therefore, the researcher seeks to locate the study within the current state of the art regarding research directions in the field.

In order to do this the chapter is divided into five major sections, In the first section, we introduce literature on Literacy and development especially as they relate to migrant fishermen, the second section examines National Policy on Education; the third section examines literature on different approaches used in literacy . The fourth section evaluates a case study of an empirical work on the effectiveness of Whole Language Approach in Spain while the fifth section takes a look at the socio-economic characteristics of the peasants in Nigeria.

#### **2.1 LITERACY, DEVELOPMENT AND MIGRANT FISHERMEN**

Every society in the world has a culture, which is transmitted from generation to generation through education. Education is the

humanization of people in society (Ocitti, 1994:51) whether it is referred to as socialization or enculturation, indigenous education or traditional, education is education and as a human process, it is part and parcel of every human society.

Education is often seen as having several functions, which include what Madumare (1997:56) called conservative functions. The conservative functions of education preserve the society's dominant culture and pass it on from generation to generations. This is so done through the process of learning.

Education serves as the springboard for social and economic changes. "All who have meditated on the art of governing mankind have been convinced that the fate of empire depends on the education of the youth" (Wennergreen, Antholt and Whitaker 1984:34). A nation looking for a lasting economic success must raise the literacy of its citizens.

Durkheim (1959:123) had posited, "Education is above all the means by which a society perpetually recreates the conditions of its very existence: Education brings about literacy and development; the two concepts that are difficult to define.

Opejuru (2004:10-11) identified two perspectives from which literacy could be defined: Ideological Model and Autonomous

Models. In ideological model, literacy is a continuum with no single, simple, individual competency, which can be called literacy.

Here literacy is seen as a social practice in which people engage in their own different cultural ways. On the other hand, the autonomous model looks at literacy as a technical skill, which is the same across different cultures. It associates literacy with progress, civilization, individual liberty, and social mobility.

Fordham, and Holland millian (1995:1) see literacy as something we do not just something we *learn*. In emphasizing the importance of literacy and development they posited thus:

*"People often assume that there are absolute states of being literate or illiterate. This idea leads to the belief that the persons who are illiterate can be led through a series of simple steps (with a few tests along the way), leading from one absolute state to another. After that, the previous lack of knowledge and skills which prevented him or her from being productively involved in development will have disappeared and as a newly literate person he or she will become a fully functioning and knowledgeable member of the community."* (1995:1).

Friere (1976:15) argues that the demand for literacy often arises as individuals and societies are beginning to change. To him literacy is likely to accelerate these processes, and the experience may

become uncomfortable for those in positions of power. In this respect political will is required to bring about the expected change through literacy.

International Development Research Center (1979:5) observed that literacy is not an end in itself; it is a fundamental human right and a means of Development. In a declaration of Peres polis (1975) the UNESCO/UNDP Experimental World Literacy Program declared:

*"Literacy like evaluation in general, is not the driven force of historical change. It is not the only means to liberation, but it is an essential instrument for all social change"*

This declaration subsumes literacy as a vehicle for development and social inclusion. That is why UNESCO/UNDP (1976:36) noted that functional literacy means more than just the ability to function economically and should not be tied exclusively to such things as growing cotton rather it should deal with political, cultural and social aspects of development as well as purely economic ones.

In a seminar paper *Literacy: what do the Definitions Tell Us?* Hunter (1987:12) contended that literacy is a reflection of political and structural realities. To him people with limited literacy skills in the industrialized countries are also likely to suffer from an

aggregate of other disadvantages like: unemployment, poor housing, deteriorating communities, social discrimination and isolation. In short, they are the poor, the marginal population. Literacy is only one of the social goods that they lack. He further contended that:

*"Reading and writing as isolated skills would not change their situation because they would still not have access to the cultural information, the historical,, philosophical, scientific, and geographic knowledge that provide meaning to the written word. They also lack access to reliable current information and to the channels that would enable them to share their information and experience within the society.*

A functionally literate person, argued Agbowuro & Noah (1995:279), is one 'who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing, and calculation for his own and the community's development'. In the same vein, Omu (1985:48), literacy implies more than reading, and understanding simple passages, it implies additionally not only the ability to understand logical arguments and make meaningful deductions from them but also the ability to

read about and understand political, social and economic processes both nationally and internationally.

The best way to illustrate definitions that regard literacy as the necessary foundation for improvement in the all round quality of life of individuals and communities is to look at UNESCO's conception historically. In 1947, a UNESCO definition stated that the skills of reading and counting were not an end in themselves. Rather they were the essential means for the achievements of a fuller and more creative life'. Gray (1954:22) study for UNESCO states that a person might be considered functionally literate 'when he has acquired the knowledge and skills in reading and writing which enable him to engage in all those activities in which literacy is normally assured in his culture or group'. In 1962 UNESCO adopted essentially the same definition with the addition of the notion that attainment in reading, writing and arithmetic make it possible for a person to continue to use these skills towards his own and the communities' development'.

Taking a cue from the UNESCO's postulation, Opejuru (2004:17) argued that literacy and practices must first be properly infused into the community's way of life before they can become relevant as a tool for development in that community. He further contended

that of the two, literacy practices are the most important because naked literacy is not any use to a person and therefore to development. In other words, creating a literate people and throwing them into a literacy desert. This therefore means that literacy can have meaning in the society that has fully incorporated literacy into its culture, especially in the migrant fishermen's life.

*"Development is a way of life, which can be seen in the life pattern of the entire society. At individual's level of development can be seen in terms of meeting the basic needs that improve personal skills and income, leading to improved family and personal well-being ...translate to individual liberty and ability to participate and become part of the wider society" (2004:11)*

In 1965 the final report of the Teheran World Conference of Ministers of Education on *the Eradication of illiteracy* said the followings:

*"The very process of learning to read and write should be made an opportunity for acquiring information that can immediately be used to improve living standards; reading and writing should lead not to elementary general knowledge but to training for work, increased productivity, a greater participation in civil life and a better*

*understanding of the surrounding world and should ultimately open the way to basic human culture".*

To Oyedeji, Omolewa and Asiedu (1982:1) literacy is the skills of transmitting and receiving message in an intelligible manner in written form. To be literate is to be able to communicate with other persons through reading and writing. (UNESCO/UNDP; 1975). Literacy is not just the physical ability to read and write, it includes the ability to do both intelligibly. It is difficult to establish an acceptable level of literacy for everybody, since various people of various ages have different uses for it: farmers and traders differ so also are the migrant fishermen] in what they make of literacy (Oyedeji, et. al. {1982:5}; Fordham, et al. {1995:12}.

Levine (1982:29) suggested a new definition, which places literacy within a broader social context: *'Literacy in general becomes the exercised capacity to acquire and exchange information via the written word. Functional literacy is taken to be the possession of, or access to, the competencies and information required to accomplish those transactions entailing reading and writing in which an individual wishes or is compelled to engage* in Levine went on to state that the new definition accepts that each individual is an



expert arbiter of his or her own literacy and information needs. It does not legislate for minimum norms or fixed societal standards.

Gayfor (1987:61) while articulating the declaration of Toronto Seminar: on Literacy in industrialized Countries, itemized the importance of literacy thus:

- Literacy is a basic human right for the advancement of all people.
- Literacy is more than the ability to read, write and compute. The demand created for advancing technology requires increased levels of knowledge, skills and understanding to achieve basic literacy.
- Literacy is a means of acquiring the understanding and ability necessary to improve living and working conditions.
- Literacy is a way of building a community. It promotes social and individual change, equality of opportunity and global understanding.
- Illiteracy is a major problem not only in developing nations, but in industrialized countries as well. It is a sign and effect of poverty, unemployment, alienation and oppressive social structures. It affects both individuals and communities.

On the extent of illiteracy problems in West Africa, a study by Asiedu (1975:34) show that the rural areas retain a large proportion of illiterates compared with urban areas. He notes that the provisions of facilities for formal schooling among the rural dwellers have usually very scarce financial resources and therefore, most are unable to afford the tuition fees as the major reasons.

Asiedu (1975:45) therefore, concluded that these reasons accounted for the presence of a vicious cycle. In justifying this assertion the researcher compares the incidence of illiteracy between two urban centers with two adjacent rural areas in Ghana. The result shows that the rate of illiteracy among adults of 15 years of age and above living in Accra City Council Areas was 52.5% in 1960 and by 1970 the rate had been reduced to 32.9%. On the other hand, the rate of illiteracy for adults living in adjoining Adangbe Local Council Area during the same period actually rose by 1.8% from 66% in 1960 to 67.8% in 1970. In the parallel case the rate of illiteracy among adults living in the Sekondi-Takoradi City Council Area was 71% in 1960 and in 1970 it had fallen to 48%. The adjoining Ahanta Local Council Area had an 83.7% illiteracy rate among its adult population in 1960 and in 1970 the rate stood at 63.5%.

The literacy campaign in Nigeria started in 1927 and became more organized in 1947. There was the free education experiment in Western Nigeria in 1955; the national Universal Primary Education (UPE) in 1976 and the current Universal Basic Education (UBE). All were efforts to achieve universal literacy. Despite this effort, literacy rate in Nigeria as at the year 1999 according to UNESCO stands at 64.1%. Out of this, 72.3% are male and 56.2% female.

Illiteracy is largely a result of inadequate enrollment in schools as well as the absence of large-scale adult literacy programmes. The 1981/82 Nigeria Fertility Survey (NFS) reported a literacy rate of 25 percent while Nigeria Demographic and Health Survey 1990 (NDHS) reported a literacy rate of 50 percent. In 1992, the literacy rate was reported as 52 percent. Both studies indicate that literacy rate was more than doubled between 1970 and 1992. While 57 percent of males were reported literate in 1990, the literacy rate for females was 42 percent. The 1993/94 data shows a male literacy rate of 58.22 percent and a female literacy rate of 41.03 percent.

The male - female enrollment gap cited above has improved compared to the National Summary of Secondary School Statistics 1984/85 - 1994 where it was reported that the total enrolment in secondary institutions across the country rose steadily from 2,998,000 in 1984/85 to 4,451,000 in 1994 with an annual growth rate of 4.1 percent during the same period. The report has it that the male-female enrolment gap was sustained at almost a constant

rate until 1992 when the gap was slightly reduced in favour of female enrolment.

Anyikwa (2002: 97) while discussing women and literacy contended that women's literacy is the single most important factor in development and that there is a below average literacy rate among Nigerian women. According to the writer, female literacy is said to be 47%. Although 79% females enrolled for primary education only about 33% reach grade 5 between 1980 and 1995.

Anyikwa (2002: 167) further asserted that the migrant fishing communities like the pastoralist have not benefited significantly from the massive educational expansion of the 1970s and the 1980s in Nigeria. The author identified Makoko, Efik and Ijaw fishermen as undoubtedly among the most educationally disadvantaged groups in Nigeria. The author therefore concluded that "at the inception of the Nomadic Education Programme in Nigeria, literacy rate among the pastoralist stood at 0.02% while that of the migrant fishing communities stood at 2.0%".

Izulu (1988:25) in a study on *the migrant fishermen of Igbabele of Brass Local Government Bayelsa State in Nigeria* found that 82% of the sampled population reported that they had varying levels of primary and secondary education and therefore opted for sound literacy programmes for their children and themselves. In the

same vein, Ijeoma and Musa (1989:72) in a commissioned study for the then Bendel State Government in Nigeria on *the Distribution and Literacy level of Fishermen found, among others*, that 76% respondents were school dropouts. The study made two vital conclusions. First, there is the need for a programme of enlightenment in publicizing the advantages of education for fishermen; and secondly, since most fishing activities take place in the morning and evening hours, there is a need for a midday school to be established and run from 10am to 2pm.

Given the above picture the question according to Fordham et al. (1995:7) is *what kind of Literacy? Who needs it? And what do they need it for?* While reporting practical examples of functionality of literacy in an Oxfam Funded Organisation 'Gono Shahajjo Sangstha' in South West Bangladesh the researchers posited that 'Literacy classes in this area often lead to the formation of village groups to deal with locally identified problems. In this respect, functional literacy was advocated. An Oxfam report noted:

*"In one area a mass protest of 7,0000 people, 1,500 of them women, forced local officials to remove a 'tax' on fishing in streams and canals which they had illegally imposed. Several other groups' exposed local corruption in the government flood-*

relief programme ...'food-for-work' wages had not properly paid in the emergency employment programmes. A number of groups were fighting for possession of Khas, or government-owned land, to which they were entitled as landless labourers (cited in Fordham et. al., 1995:13).

Similarly in Africa, Oyedeji, Omolewa & Asiedu (1982:5) observed that in synthesizing the concepts of traditional and functional literacy, the fundamental question is: *literacy for what?* Followed by *literacy for whom?* To them literacy is usually for national development rather than individual purposes; although it is aimed at the individual, it is only to make him a more productive person in order to add to national productivity. They posited further:

*"For rural illiterates, therefore, literacy alone will not suffice. Probably literacy has to be integrated into a rural development programme concerned with community self-help, health projects, agricultural projects, cooperative projects, etc so that those who become literate may be able to function within the rural community"* (Oyedeji, et al; 1982:6).

Most educators are conclusive that the type of literacy relevant to rural people (and by extension migrant fishermen) is functional relevant literacy (Oyedeji, et al., (1982); Fordham et. al., (1995);

UNESCO, (1965); Malya (1979). With due respect to this view, we contend that work-oriented literacy should be more appropriate for migrant fishermen in view of their environment as well as the satisfaction of the immediate and future needs of the recipients.

Kassam (1979:154) had posited that a mass literacy campaign organized to benefit migrant fishermen may not be patronized if it does not seem to satisfy a need. Therefore it is imperative that the mass literacy programme must emphasize the awareness of functionality of literacy. To the scholar, if adults identify literacy as a barrier to their development, getting them to enroll, stay and remain active in literacy classes will be an easy task.

As if in answer to the question *what kind of Literacy?* Obashoro (2002:27) equated literacy with basic education. To the writer, basic education enables people to meet their basic learning needs. The basic needs then infer the composite knowledge, skills, values and attitudes necessary for human beings to survive; develop their fullest potentials; live a decent life and earn a living under decent conditions; participate fully in the process of development; improve the quality of their lives; make informed decisions; and learn how to keep on learning.

It is the contention of Asiedu and Oyedele (1985:9) that ability to read, write and compute does not confer functionality on the recipient if he is unable to satisfy his health and nutritional needs; if he does not know how much fluid he needs to consume daily; what quantity and quality of food to eat, what type of shelter to live in, what type of clothing to wear and how to take care of the body, what exercises to perform to keep him physically fit and what to do to maintain good health in his family. They argue that functional literacy must be related positively to productivity. They concluded thus:

*The potentiality of literacy is helping workers to improve their sanitary situations and also increase their productivity either as farmers or factory workers... Indeed, literacy is one of the conditions required for a nation's Development (1985:11).*

We hasten to re-echo the warning of Agbowuro and Noah (1995:282) to the effect that literacy, like other abilities, is not beyond negative application. It has politically and economically been used as an instrument of group exploitation and expression.

In practical terms, literacy skills should enable the migrant groups to apply scientific and technological knowledge to improve their income generally through diversifying their various economic main



stay occupations (fishing). It should enable the fishermen to engage in the processing (like refrigeration, smoking and canning) and establishing of fishponds.

From the literatures so far, environment plays vital functions in what is learnt and what is taught. In this respect Murray (1938:19) identified two types of environment the "*beta press*" and the "*alpha press*". To him the *beta press* is the phenomenological world of the individual, the unique and inevitable private view each person has of the events in which he takes part. *Alpha press* on the hand is the actual environmental events as observed by a person who is not a participant in the events, i.e. event of the environment can be determined by scientific investigation. It is the view of a French/Swiss social philosopher, Jean Jacques Rousseau (1712-1778) that not only should education invoke and nurture the creative potential of individuals, but should also be amenable to learning through experience.

In the same vein, John Dewey (1859-1952), an American philosopher believed that, education should be both socially and individually oriented with an emphasis on individual freedom and autonomy that is the school has to provide a democratic environment. Dewey (1916:50) further contented that environment

"leads an individual to see and feel one thing rather than the other, it strengthens some beliefs and weakens others, it gradually produces in him a certain system of behavior. In brief the environment in Dewey's view "consists of those conditions that promote or hinder, stimulate or inhibit the characteristic activities of a living being".

Man's survival and his adaptation and adjustment to the very changing circumstances in the environment largely depend on the individual's capacity to learn (Nwadinigwe 2000:72). As though in agreement with the above postulation, Hilgard and Bower state that:

*"Learning refers to the change in a subject's behavior to a given situation brought about by his repeated experience in that situation provided that the behaviour change cannot be explained on the basis of native response, tendencies, maturation or temporary state of the subject (e.g. fatigue , drugs etc)" (1975)*

In the above expression we find that learning involves activity, which produces a change in behaviour in order to solve a given problem. Gates et.al (1960:23) observed that there are two

behaviour changes. One is concerned with the growth and functional development while the other is concerned with the individual modification of behaviour arising from past experience and this is associated with learning.

Boocook (1972:76) in her book *An Introduction to the Sociology of Learning* identified four basic components of learning. First is change that is something happens to a person in learning, so that he is in some sense not the same person afterwards. The second component is some kind of interaction between the learner and instructor whether this is a teacher, another student, or some non-human teaching device. The point here is that school learning occurs in a social setting and success may depend more on social setting and social skills than upon strictly academic intellectual ones, especially in the early years. This is the view held by

Talcott Parsons (1959:28) who in an analysis of the school class as a social system segments school achievements into "cognitive" and "moral" components. A good student fuses the two but the weight given to one varies during the course of a school career. Parsons says high achievers:

*Are both the bright pupils, who catch on easily to more strictly intellectual tasks, and the teacher can count on their ability to*

*cope with difficult problem of managing the class in many such cases ,it can be presumed that the primary challenge to the pupils is not to his intellectual but to his "moral capacities"(cited in Boocook 1975)*

Bruner (1996:58) also suggested that, mastery of a certain social skill is a prerequisite to active engagement in the formal instructional process partly because it shapes the schools perception and treatment of children. These children coming from the larger society for instance, from low income, rural migrants are least likely to benefit from and to be successful at school. A third component of learning identified by Boocook (1972:43) is that Individuals do not just learn, they learn or fail to learn something. The fourth component is the influence of school location, because the kind of things that can be learned at school are sometimes confused with the goals or functions of school, but which there is much debate and as little agreement as about whether children are learning enough. While most educational sociologists would agree with Durkheim (1959:26) that "education is above all the means by which a society perpetually recreates the conditions of its very existence" There are fewer consensuses on just what it is that should be preserved and recreated. Some observers feel that confusion over goals is at the heart of our educational problems;

that because our society is not sure of its basic values, it cannot be clear about the goals it wishes education to serve.

On the major effects of the environment on individual, Leonard (1968:32) strongly argued that, "No environment can strongly affect a person unless it is strongly interactive. To be interactive, the environment must be responsive, that is, it must provide relevant feedback to the learner where he is and then organize programmes as he changes".

The learner changes through his responses to the environment" Ryan and Cooper (1972:51) in their book *"Those who can teach"* posited that it is often argued in defense of the schools, that they are not the children's sole environment. Infact, the home and the street are ordinarily more influential in a child's life. This is of particular concern when the school environment is in direct conflict with the rest of the child's experience. The value system of the school is likely to honour work for its own sake and to stress obeying rules and on the other hand may regard work as exploitation or as a necessary evil; hold the law in low regard and value action and excitement above order. The child's parents may have adopted a philosophy of "drink and be merry" as a defense against despair. Nevertheless, psychiatrist William Glasser (1969)

argues that, when children do not learn it is the school not the parents or the neighborhood, that has failed; the students has not been taught in school to maintain a sense of identity and self worth through social responsibility. The student, Glasser maintains, has learned a lot about the world by the time he enters school, and has, within the limit of his age, learned to cope with it, whatever his environment, he is optimistic about the future:

*"very few children come to school; it is school alone which pins the label of failure on children... whatever their background, children come to school highly receptive to learning, if they fail to continue to learn at their rapid pre-school rate, we may if we wish blame it on their families, their environment or their poverty, but we would be much wiser to blame it on their experience in school" (Glasser 1969:26)*

While the total environment of school is highly significant, some educators are more concerned with specific dimension of life there. For example, studies by sociologist James Coleman on *Peer Relationship among Adolescent* have resulted in some very interesting observations. Coleman believes that industrial society, by shifting much of the responsibility for the training of a child from parent to the school and by extending the necessary period of

training, has made the high school a social system for adolescent. The value and activities of these adolescent sub-cultures are quite different from those of the adult society and its members' most important associations are with another rather than adults. Society has created for adolescents a separate institution of their own. Home is merely a dormitory while "real" living consists of activities, unique to the peer group.

Given the above, the problem therefore is can the illiterates adult be fitted into such a network of adolescence in order to bring about functional literacy? Zahn (1967:67) posited that there are several differences between adults and youth. These differences do affect their learning abilities most of the time if the teacher does not vary his methods accordingly:

*Adults are not merely tall children. They differ from the young in many ways that influence their learning. They have different body characteristics, different learning histories, different reaction times, different attitudes, values, interests, motivations and personalities (1967:67)*

Asiedu and Oyedeji (1985:17) argue that the illiterate themselves constitutes a problem in that every illiterate person who has

missed school is likely to see himself as a starter. He may therefore develop anxiety over his ability to learn.

The anxiety of adults about learning is not totally without basis. Research results have shown that psychological growth is steady and rapid during the first eighteen or twenty years. There are variations in the findings: Wechsler (1958:17) puts the upper limit of intellectual ability at between twenty-five and thirty years. Bayley and Oden (1955:65) put the upper limit at fifty years while Hern and Donaldson (1976:43) conclude that there is need for caution in asserting that all intellectual abilities decline with age. They contend that some abilities may not even commence at the age of fifty years. They argue further that patterns of intellectual decline vary with people (cited in Cropley 1977:57-58)

In an attempt to allay the fear of adult learners Morgan, Holmes and Bundy have reached the following optimistic conclusion:

*All investigations pretty well agree that ability to learn does depend upon age as much as it does upon native capacity, interest, energy, time and habit of learning (1960:10:11)*

An additional problem according to Stephens and Rederick (1974:25) is the fact that most adult learners might for a long time not have exercised their brain in academic studies. When the brain



is left dormant for too long it is not likely to be alert all of a sudden:

*...a brain which is kept active preserves its network of interconnections longer than an inactive brain, so the effects of aging are not entirely beyond voluntary control (1974:31)*

Children are compelled to learn and youths go to school because they do not want to be left behind; their education is like a long-term investment. Adults on the other hand, have many responsibilities; they are working and they play their role in the community. Thus, education has to meet the immediate needs of adults for them to give up part of their busy time to attend literacy classes. In line with this Asiedu and Oyedeji posit thus:

*Adults cannot wait for too long to benefit from their participation in educational programmes. They have little time left, and they desire education so that they may not become redundant on their job... (1985:22)*

A study conducted by Ezenwu, Njeenje and Efebo (1997:58) shows the age distribution of fisherman in the three zones studied as follows:

<b>Zones</b>	<b>Up to 20 Yrs</b>	<b>Up to 30 Yrs</b>	<b>Up to 40 Yrs</b>	<b>Up to 50 Yrs</b>	<b>Up to 55+ Years</b>	<b>TOTAL</b>
Bonny/Adoni	40 (4.0%)	260 (26.0%)	329 (32.0%)	320 (32.0%)	51 (5.1%)	1000
Brass/Kalabari	36 (3.3%)	274 (25.3%)	418 (38.7%)	308 (28.5%)	44 (4.0%)	1,080
Sagbama/Yenagoa	52 (5.7%)	244 (27.1%)	296 (23.8%)	272 (30.2%)	36 (4.0%)	900
<b>TOTAL</b>	<b>128 (4.3%)</b>	<b>778 (26.1%)</b>	<b>1,043 (35.0%)</b>	<b>900 (35.3%)</b>	<b>131 (4.3%)</b>	<b>2,980</b>

Source: E.E Ezenwu, & G. Tahir (Eds.): *Ecology and Education in Nigerian Studies on the Education of migrant Fishermen*. Tabansi Publishers Ltd 1997 p g 58

## **2.2 NATIONAL POLICY ON EDUCATION OF MIGRANT FISHERMEN**

Fafunwa (1971:64) had urged that African education should be an instrument for national reconstruction and should therefore help to develop the following abilities in the African youth:

*"To think effectively; to communicate thought clearly; to make relevant judgment; to understand basic facts about health and sanitation; to play one's part as a useful member of one's home, family and community; to understand and appreciate one's role as a citizen; to understand*

*and appreciate one's cultural heritage; to develop economic efficiency both as a consumer and as a producer of goods; to acquire some vocational skills; to develop ethnical character; to appreciate the use of leisure; to recognize the dignity of labour; to understand the world outside one's immediate environment; to develop a scientific attitude towards problems; to appreciate the need for physical preparedness; and to live and act as a well-integrated individual" (cited in Effiong, 2004:4).*

Educators and other commentators on educational issues have advocated the need to use National Policy as a vehicle for literacy and national development. There is a general agreement among scholars that National Policy on Education can enhance social integration of the nomads and migrants and in sensitizing learners to some social problems of Nigerian society which include dishonesty, corruption, greed, ethnicity, indiscipline and so on (Nwagwu 1981; Orimoloye 1984; Nwaubani 1996, 2002).

UNESCO through its Director General, Amadou-Mahtar M'Bow had posited that political will is essential in ensuring literacy:

*...victory over illiteracy can only come from the political resolve of the country concerned. There is clear evidence that whenever a government has tackled the problem because it was a precondition of other social changes, the results have been favourable" (1976:35).*

The recognition of the need to provide education for mobile and underserved children in Nigeria dates back to 1976 when it was stated in the national Policy of Education (1987:5) that education will be provided" to cater for all sons and daughters of Nigeria". To cater for those who may not have easy access to regular schools, the policy further stated:

*"The idea of providing equal educational opportunities for all Nigerian children was embodied in the Nigerian Constitution of 1979, furthermore to foster the much needed unity in Nigeria imbalances in inter-state and intra-state development have to be corrected. Not only is education the greatest force that can be used to bring about redress, it is also the greatest investment that the nation can make for the quick development of its economic, political sociological and human resources" (1981:8)*

In line with the above, Ezewu and Tahir (1997:107) posit that the new national policy on education has made primary education (at least) a birthright of the Nigerian citizen. But geographical and social-economic factors affect the uniform implementation of this

new policy in different parts of the country. To them, there is a sudden realization that because of different physical features, access to educational institution differs from one local government to another, especially the migrant fishermen.

Specific educational programmes have arisen from the policies stated by various governments from 1976 to 1986. Interpreting government policies during this period, the objectives pursued in the education of mobile groups tended to assimilate them into dominant cultures of sedentary peoples (Oyesiku, et al. 1997). The programme emphasized acquisition of reading and writing skills to enable the mobile children to enroll into regular schools. Thus, there was a widespread feeling among government planners that the mobile groups should use existing schools. The educational provisions made available for mobile people were generally modeled on the pattern of regular school system. Since the curriculum and teaching methods used did not reflect the cultural background of mobile groups, the children had difficulty transferring what was learnt at school to solving their daily problems at home (Oyesiku et al. 1997; Oyedele, et al. 1982; Junaid & Ardo 1985).

Historically, Aleyidieno (1985:23) had argued that from the beginning, the colonial officers in Nigeria did not have regard for jobs involving the use of the hand. Thus, the colonial education

bred sitting workers who disliked manual labour. Nkinyangi explains:

*'As a result of the narrow literacy types of curriculum and the unfortunate image that our colonial masters have created, the school system for many years produced people with relatively homogeneous backgrounds, fostering attitudes which were prone to liking office jobs only' (1980:50)*

Khogali (1980:19) while commenting on the value of the colonial handed education had posited that instead of teaching migrants fishermen/pastoral procedures, formal schools spend too much time on teaching history and culture and societies the migrant least know or want to know about. Therefore, the products of such educational system shy away from rural life refuse to join ranks with fellow villagers / fishermen, and instead go to cities looking for an easy life where the end view is salaried job in the public or private sector.

This observation was further confirmed in a study by Tawari (2002:40) when asked what pupils would gain out of Education; 100% of the respondents gave positive responses like "Education will enable us to become good people; gain **white collar jobs**,

improve our living condition and fishing methods; we will also interact better with people outside our enclosure and have a better tomorrow than our parents" (emphasis added). Therefore an illiterate adult fisherman wants to learn things that are of immediate relevance to them either on their job or at home or in their day to day multiple activities – preferably things that can improve their earning power and improve their standard of living (Asiedu & Oyedeki 1985:28).

Furthermore, Fal (2004:23) observes that because mobile children cannot easily adjust to school conditions, their attendance was irregular and their achievements in school subjects were below expectation. The researcher acknowledged poor feedback of school knowledge to parents as well as parents' suspicions of the things they think were taught to their children in schools as the factors responsible for below expectation achievement.

Ezewu and Tahir (1997:45) opine that following these attitudes of learners the parents often see formal education as largely irrelevant to their life, its occupational area, health problems etc. in order to ensure equal opportunity and to checkmate these problems for the migrant people, the Federal Government made a deliberate effort to plan and implement suitable educational programme for them in 1986. The Incorporation of the children of

migrant fishermen into education programmes was preceded by a long drawn debate at National Council of Education (NCE) meeting. Finally at the 37<sup>th</sup> meeting of the NCE held in Kano from 22 – 23 March, 1990, council approved a national program for the education of the children of migrant fishermen in the affected riverine states. Since the Federal Government was bent on education for all irrespective of work role, location and lifestyles, the National Council on Education (NCE), in March 1990, approved a national programme for the education of the children of migrant fishermen in the affected riverine States of Rivers, Bayelsa, Akwa Ibom, Edo, Delta, Ondo and Ogun – the numbers have since increased (Tawari, 2002:36). To implement the programme, the National Commission for Nomadic Education (NCNE) was given the responsibility to cater for the migrant fishermen's Education in addition to that of the pastoralists. Research statistics for the 2000, as reported by Tawari (2002:38) showed that there were 301 fishermen children schools in the country with a teacher and pupil population of 852 and 40,826 respectively.

Ezewu and Tahir (1997:38-39) contends that realizing the potency of education in bringing about national development the Nigerian education system should be able to transform Nigeria into a just and egalitarian society with bright and full opportunities for all



citizens, There is no doubt that these are noble ideas but a few recent studies by Agbapulonwu (1987:41) which examined the realization of certain aspects of these educational objectives have revealed that the attainment of these ideas is still very far and that a good number of Nigerians children do not even receive education at all.

A preliminary study by Ezewu and Tahir (1997:39) of the problems associated with educational policy realization has revealed that there were many school age children in the riverine areas of Rivers State who were not in the school and the reason was that they moved with their parents from place to place as fishing has become a family occupation.

While assessing the impact of yet another educational policy in Nigeria, *Universal Primary Education initiated in 1976*, Ezenwu and Tahir (1997:40) argued that while the scheme can be said to be relatively successful in certain parts of the country its impact could not be felt in certain areas owing to the ecological problems of those areas. Consequently, the children from the riverine areas of the country could not be said to have benefited from the scheme for a number of reasons. First, because of the difficulty in putting up school buildings; only very few schools were built and so the schools were not within the easy reach of the children from the

areas as envisaged. Secondly, even where the schools were available, many teachers refused posting to the difficult areas, with the result that only unqualified teachers accepted posting to those areas. The result is that the children from the difficult areas of the country, particularly in Lagos, Ondo, Ogun, Rivers, Bayelsa, Akwa Ibom and Cross River States did not benefit fully from that government's great educational investment.

Based on the findings of the preliminary investigation it was thought that to enable the children of the fishermen to have equal educational opportunities separate educational opportunities must be made available to them within the context of the Nigerian educational system. The educational needs of migrant fishermen are spelt out in the aims and objectives of nomadic education.

### **2.2.1 AIMS AND OBJECTIVES OF NOMADIC EDUCATION**

To retain the nomadic people's cultural identity and to integrate them into national life, the integrative objective for their education were stated in the *National Nomadic Education Policy*. That is, the ways and means through which they will be effectively integrated into national life through education. Their distinctive way of life would be used to develop their education and training. That is the way through which education and training would be used to

develop their distinct work role and the economic, social and political aspects.

The integrative aims and objectives of the education of the migrant fishermen are derived from the National Policy of Education (1981:9) whose broad objectives are:

*The inculcation of National Consciousness and National unity; the survival of the individual and the Nigerian Society; the acquisition of appropriate skill, abilities and competence, mental, social and physical as equipment for the individual to live in his society and to contribute to its development*

The short and long term distinctive objectives were stated as acquisition of basic functional literacy and numeracy. In practical terms literacy and numeracy should mean for the nomads/fishermen the ability to do the following:

- Reading with comprehension those things that affect their occupational roles like useful directions, tax receipts, and manufacturer's instruction sheets relating to animal husbandry and agriculture.
- Read and understand national newspapers and magazines to know what is happening around them. Functional literacy will enable them to read simple instructions for example

voting instruction in order to make independent choice on those to govern the nation.

- Write legible and meaningful letters to friends, relations, veterinary agriculture and livestock officers on how to improve their herds, poultry and fish. Write to government officials on the need of the clans.
- Do simple calculations and keep records relating to the number of the herds, cost of and returns from investment on improved herds and fishing, distance covered on seasonal movements, interest charges on credits and rental rates on lands, measurement of land and building to hold family and herds, fish birth and death statistics
- Develop scientific outlook, positive attitudes, and self reliance to deal with their problems such as reporting out-break of diseases to government agencies
- Improve their relationship with immediate neighbours sedentary farmers and government authorities/agencies

The long term objective focuses on acquisition education, acquisition of knowledge and skills to enable them improve their income earning capabilities through:

- Mixed farming land acquisition and consequent development of grazing reserves and settlement proper, grazing

management including effective use of good variety of fodder (grass and legumes improvement), modern scientific livestock breeding and scientific treatment of animal diseases.

- Improvement of livestock products, such as milk, meat butter, hide and skin by application of modern technology like refrigeration mechanism for milk and meat, tanning and leather works
- Appreciation of the need to use modern saving and bank credit facilities, which will enable them, integrate better within the dominant national culture
- Production of skilled professionals administrators such as doctors nurses, teachers, veterinary or livestock officers, pasture agronomist, law makers etc for effective management of their affairs and constructive contribution to the large society.

In the views of Ezewu and Tahir (1997: 79) the planned primary school system envisages the provisions of schools in such locations that pupils would not have to travel very far to go to school. The migratory patterns of the fishermen focus upon their children with two possible alternatives: to stay in villages or towns where there are schools, and thus render minimum assistance to their parents;

or to accompany their parents on fishing trips and sacrifice their education.

In evaluating the National Policy on Education as stated above, Ezeomah (1999:54) notes thus:

*Acquisition of functional knowledge and skill for rising healthy well- adjusted families, and for operating happy households. Such skills will ensure the protection of family health, good childcare, nutrition, and sanitation, cultural and recreational activities*

While assessing government commitment to the full implementation of the national policy, Ezeomah (1999:56) contends that "It cannot be argued that the proposition did not cater for rural groups like the migrant fishermen. But in practical terms, there has been no evidence of the envisaged socio economic and political changes".

On the links between policy and implementation, Ezewu & Tahir (1997:80) in *Ecology and Education in Nigeria: Studies of migrant fishermen* argues that there is the enduring need to specify and organize education into a coherent whole, and provide allowance for change in such elements as a body of knowledge, skills, attitudes and values to be seen in the children at the end of their

education. The researchers identified planning, strategy, policy, implementation and evaluation as the bridge between policy and implementation. To them, planning entails decisions for future actions as well as decisions for future facilities, human resources, and methodology. Strategy elements are inculcation of actual knowledge and skills to bring about the right values and attitudes in a coherent whole. Policy should incorporate the general statement of objectives; be it political, social economic, cultural, religious, etc. Implementation states achievable objectives such as allowing for interaction of inputs to produce outputs. While evaluation incorporates the philosophical background of the objective indicating strength, weakness, ways of improvement and reverse of the programme where its purpose has not been met

In a study on *Dissemination of Research findings on Nomadic Education in Nigeria (The migrant Fishermen Education Experience)* it was reported that 70% of respondents claimed not to be aware of the policy on Nomadic Education (Migrant Fisher folks Education). Also on who should provide materials for migrant fishermen children's schools, 70% said it should be purely government's business to provide materials because the school is special and requires special materials relevant to the environment (Tawari 2002:43).

Studies conducted in Michigan State, USA have shown that children who change schools frequently are more likely to be below grade level in achievement, to be retained in grade, and to drop out. In this regard the studies further posit that currently migrant students make an average of 1.2 moves a year. An estimated 23 percent (%) of regular term participants did not enroll in the school they were attending until more than 30 days after the beginning of school. Trotter (1988), Harrisburg (1989), Bethesda (1991).

Preliminary study of the problem has revealed that there were many school aged children in the riverine areas of Nigeria who were not in school and the reason was that they moved with their parents from place to place as fishing has become an occupation (Hassan & oyesiku (1997), Agbalajobi (1987), Ezewu & Awotua-Efeboy (1997), Oludipe (1988), Williams (1988)). These studies further identifies poverty, poor health and nutrition, limited English proficiency, and school changes as among the factors that affect education of migrant fishermen.

For example a study conducted by Hassan & Oyesiku (1997:51) in six local government areas (Ogun Waterside, Ijebu-East, Ijebu-North, Egbado-South, Ado-Odo/Ota, Obafemi-Owode and Abeokuta) of Ogun State revealed a high level of illiteracy, resulting in high fertility rates, extreme conservatism and people's



uncooperative attitude towards public functionaries sometimes bordering on downright antagonisms to innovations that have been designed to benefit the lot of the people. The basic reason for this is the relatively low level of education manifested in the small number of primary and secondary schools as well as the inadequacy of the basic educational needs.

The study also reports that high level of deficiencies in housing and transportation contributed to the inability of the riverine areas to retain qualified and experienced teachers to man the few secondary and primary schools. This factor also makes the schools' supervision by the state government officials highly infrequent, if not totally non-existent. The results are the fact that substantial proportion (about 2/3) of the school age children did not attend school. Members of the research team actually witnessed cases of poor transportation hindering the movement of both teachers and children to their school. The fishermen always took their children along for fishing not only to train them to take over their profession at old age, but also perhaps to engage the children in economically rewarding ventures as alternative to the rigour and high cost of sending children to school. Some schools were regularly closed down for months during the rainy season when the neighbouring

streams and creeks overflow to the point of flooding the entire school premises.

In a study on *Dissemination of Research finding on Nomadic Education in Nigeria (the Migrant fishermen education Experience)* it was reported that only 45% of the respondents responded that their schooling was affected by fishing. The reason being that the amount of fish they would have caught was limited by the period they were in class learning. Relying on this finding, the study conclude that it accounted for the reason why during peak fishing periods like the month of October pupils are hardly in class. Furthermore, it is observed that those who manage to attend classes are conscious of when they are supposed to be out fishing immediately after school. Correspondingly 55% responded that fishing do not affect their schooling. This figure is high, but the researcher observes thus:

*"These are the class of pupils whose parents are buoyant enough to employ paid labour to do the fishing" (Tawari, 2002:48)*

Ezewu & Awotua-Efeboy (1997:29) carried out a study of six local government areas (Sagbama, yenagoa, Brass, Gegama, Bonny, Okirika/Oyigbo/Tai-Elеме) of the Rivers State and concluded that

while the unstable nature of the occupational base of the fishermen has been an important obstacle to providing an opportunity for the education of their children, the remoteness and ruralness of the environment in which they reside and above all the deplorable educational facilities in virtually all the sampling localities have combined to make education very unattractive to the fishermen's children.

In line with the views expressed above, Tawari (2002:50) noted that the fishing camps are not devoid of problems e.g. problems of transportation both personal (for fishing) and commercial (for movement from fishing camps to big towns and villages). There are some sedentary communities where commercial boats ply only once a week. Therefore, if one is unfortunate to miss the boat on that day, it means waiting till same day the following week. You can therefore imagine what fishing folks suffer!

Functional literacy programs, as noted by the then honorable minister of education, professor Fafunwa (1992:69), must be

*"Designed to ensure that our young and adult illiterate citizenry will be functionally literate and be able to perform their personal and citizenship roles as participating and contributing members of their local and regional environment and the world*

*community. The major objectives of such literacy program must be to ensure and enable each of these individuals to achieve their desired personal goals of making livelihood as well as fulfilling their respective civil, social, political and economic roles in their local and wider communities".*

Empirical finding by Ezewu, Dienye & Efebo (1989:58) & Ezewu (1991:90), in their commissioned study to determine the desirability or otherwise of providing special educational opportunities for the children of the migrant fishermen in Rivers State shows that a good number of school age children who would have been in schools were not because of their parents occupation of fishing which compelled them to move with parents from one location to another according to the seasons and tide. The study identified three different types of fishermen in fishing categories.

A study conducted on the same sedentary area by Tawari 2002 also reaffirms the above contention in that 70% of respondents were of the opinion that migrants should settle down. The reason given was that settlement makes for better teaching and learning. 30% respondents said that migrant should continue moving in order to locate the fishes to increase their catch. They also believe that it is the nature of their occupation. On how to influence

migrant settlements 70% said that government should provide basic social amenities as enjoyed by urban pupils. Thus:

*Literacy programme must be functional to the recipient considering the environment in which he lives, the job he does, his aspiration and other needs. In other words the migratory nature of illiterate fishermen should not be seen as a barrier to their starting and completion of any literacy programme (Effiong, 2004:37).*


Akpochafor (1989:13) in a seminar paper listed the advantages of educating the migrant fishermen to include:

- ❖ Increase in the number of literate among the migrant fishermen;
- ❖ Raising the standard of living and the quality of life of the migrant fishermen.
- ❖ Facilitating the task of national integration.
- ❖ Enhancing their preparedness to receive improved methods of fishing and new technology.


- ❖ Making it easier for the migrant fishermen to understand government policies and assist their implementation.
- ❖ Raising the economic and social status of the migrant fishermen.

Tawari (2002:57) defines a migrant fisherman as one who leaves his natural community and moves from one habitation to another in fulfillment of his occupation. He moves in search of fishes as dictated by the type of fish required, the movement of the tide and season of the year. To her, this definition explains why there are people from Cameroon, Ghana, Togo, etc. and from some parts of Nigeria in the fishing ports located in the most inaccessible areas of the riverine and coastal areas of the country. To her, the importances of Nigerian migrant fishermen are responsible for 95% of fishes caught and sold for consumption nationwide.

On the importance of women in fishing, Adekunle (1988:12) notes that there is often under-reporting of women's work in the fishing industry and in national statistics. Thus, there is hardly any estimate of female participation in fishing on the basis of national statistics. Fishing like agriculture, is often classified as low status work. Therefore, much of women's work is unpaid and is therefore unreported in national statistics.



Beside the general picture of women's involvement in the fishing industry, specific aspects of the nature of women's involvement include the fact that women are particularly important with regard to food crops compared with the cash crops in agriculture. Therefore, the percentage of labour contributed in food crop production in Lagos, Ogun, Ondo and Edo State shows that women are primarily involved in actually catching the fish (Williams, 1988:8).



The male individuals in the fishing communities in southwestern Nigeria provide 100(%) percent of the labour needed for active fishing with canoes. The men go out in terms of 2 to about 8 in small to medium size mechanized or non-mechanized fishing canoes. Empirical studies reveals that the women in fishing communities located in Lagos, Ogun, Ondo and Edo states are not involved in fishing activities on the Atlantic Ocean (Adesiyon, 1988; Okudipe, 1988). In Ogun State for instance, studies further show that a few women in the state (Fish mongers) may go to the fishing ground to collect fish from the fishermen who are obliged to sell their catch directly to them because they supply them (the fishermen) with fishing inputs and personal needs that may sometimes include money (Adesiyon, 1988; Okudipe, 1988).

In Ondo and Edo states in particular, women have been observed to fish in the creeks and rivers using crab nets and cane serene. The amount caught by the women is relatively low in comparison to the fish caught by the men who go fishing in the lagoons, continental shelf and further out into the Atlantic Ocean (Adekunle, 1988:61).

Anbarasan (1985:29) has identified two categories of factors generally influencing the role and status of women in small-scale fisheries as the group factors and the individual factors. The group factors include economy and technology, family's economic position, socio-cultural and traditional values, and social and political involvement. The individual factors include age, marital status, educational level, and employment status.

FAO (1994:16) study on *socio-economic issues in Coastal Fisheries Management* states that over 20,000 fisherwomen are engaged in men folk activities of fish distribution and marketing, fish processing curing, preservation and other allied tasks like prawn peeling, clam and fish/shrimp seed collection etc. The fisherwomen, according to the study in India, have low status in the social hierarchy and is not normally given equal participation even in the decision making process at the home front. They are excluded from membership of fisheries cooperative; they are not



provided with educational opportunities and vocational training. It was further observed that even though fisherwomen supplement their family incomes through fish marketing, net making, seed collection and sale, this does not entitle them to take independent decisions or to have access to resources either within the family or in the fishing village.

Thus, mechanization process of fishing craft was a method used by the Federal and State Government in promoting and assisting artisan fishermen in south western Nigerian (Adeosun, 1988; and Williams, 1988).

### **2.3 APPROACHES TO LITERACY EDUCATION.**

Ezewu (1991:58) in a paper presented at the world assembly of the International Council of Education for Teaching (ICET) examined the strategies for educating the migrant fishermen in Nigeria. He provided answer to the question of who should benefit from the proposed migrant fishermen's education. The nature of curriculum, who should teach, what instructional procedures are appropriate and the organization of this special education within the framework of the national education system.

Afe (1991:42) in an article identified the strategies for educating migrant fishermen and their families. He noted that in the

available schools attendance was seriously affected by the distance between the villages and the nearest school, the unattractive areas for teachers to stay and the lack of adequate infrastructure. Besides, the migrating pattern of movement of the fishermen has contributed to the trouble in providing educational programmes. Since migrant fishermen have learning needs that are closely tied to their basic survival needs, the author recommended strategies to include varieties and combination of formal, non-formal and informal education, for effective implementation, flexibility in every aspect of its organization that is best suited to the culture and temperament of the people, adapting to local conditions is important. The role of the government in funding, providing mobile facilities and publicizing the advantage of education is also important.

The approaches to literacy education vary from one community to another. Though a lot of approaches have evolved over the years, approaches to reaching the adult in particular include the "each one teach one", "fund the teaching of one", "the family literacy"; the functional; the integrated; the Freirean; the real literacy and Learner Generated Materials etc.

Fordham, Holland & Millican (1995; 56) warns that there is no correct method. Every time a method is chosen, it carries with it

a number of assumptions. Any decision about which learning method or methods to use in a literacy programme will need to take into account the structure of the language, and how writing relates to speech.

In the same vein Linda & Johnston (1990:78) notes that none of these approaches is exclusive. To them there is always an element of overlapping. The approaches adopted at any point in time depends on the objectives the deliverers of the programmes intend to achieve especially as regards both choosing literacy as the means of operation, and making the contents and methods fit the overall aims.

### **2.3.1: BOTTOM-UP/TOP-DOWN APPROACHES**

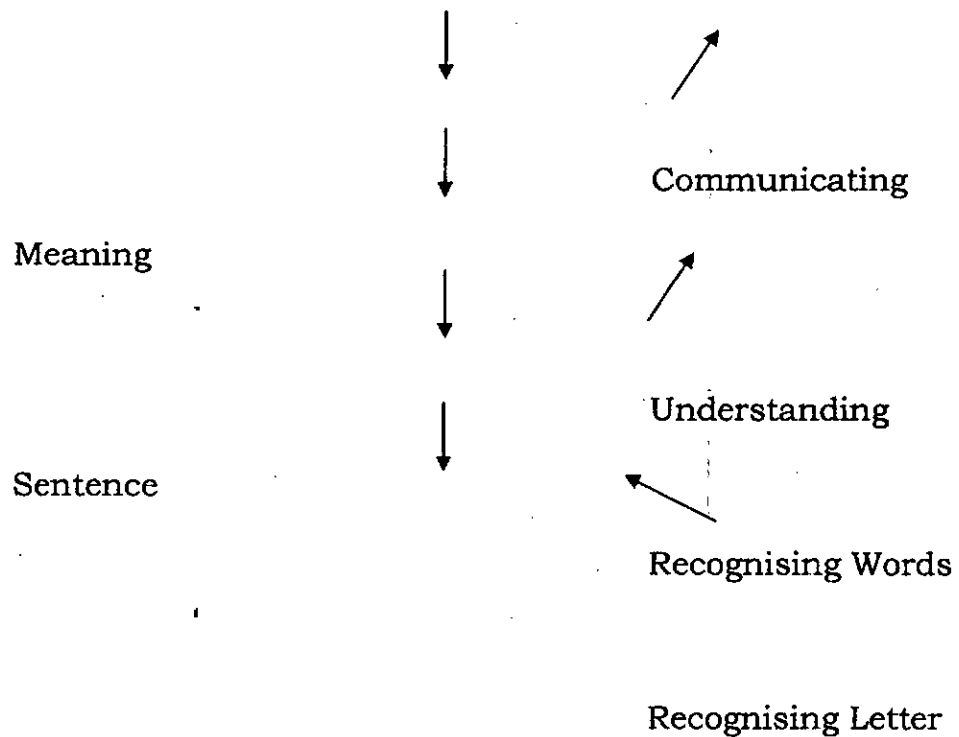
**'Bottom-up' Approach:** Those that start with learning a single unit, such as a letter, character, or syllable, which is later combined with others, to build up words or sentences; the main focus is on recognizing and 'decoding' elements of a text;

**'Top-down' Approach:** Those that start with learning a unit of meaning. Such as a word or a sentence, which is later broken down into individual letters or characteristics, the main focus is on meaning. The two approaches are illustrated in the fig below:

Approaches to literacy can be divided into broad categories:

A 'Top-Down' approach start here:

By starting with concepts, and the breaking them  
down into sentence, words and letters



A 'top-down' approach starts here, by starting with concepts and then breaking them down into sentences, words, and letters.

Communicating meaning

Other approaches will be discussed briefly below.

### **2.3.2: THE FUNCTIONAL APPROACH**

The concept "functional literacy" became popularized after the 1965 Teheran and UNESCO Conference on Adult Education. In

non- formal educational practice, functional literacy means the ability to read, write and calculate meaningfully in the occupational or day-to-day activities of learners (Aderinoye 1999:34). A good local Nigerian example of functional literacy is the literacy programme for tobacco growers of Oyo North of Western Nigeria sponsored by the then Institute of Adult Education (now Department of Adult Education, University of Ibadan since 1962).

### **2.3.3: INTEGRATED APPROACH**

Sometimes, after a baseline survey of literacy needs of intending learners, it may be discovered that the needs of the people are multicultural, multidimensional and multi-social. Where the problems identified are in the area of health, agriculture or the environment, literacy planners would design relevant didactic materials to deal with the problems, thereby matching materials in these areas with relevant illustrations and vocabulary. In this way, it is known as the integrated Approach.

It can also be by funding the payment of those employed to teach such people. This is a common practice in Nigeria today where traditional rulers, rich members of the society, literacy promoters and cultural groups are funding the teaching of others.

#### **2.3.4: EACH - ONE - TEACH-ONE**

This technique is in vogue in the National literacy programmes. The process needs a literate member of the society to teach an illiterate how to read and write. The method has been supplemented by the "fund the teaching of one" approach.

#### **2.3.5: FAMILY LITERACY APPROACHES**

Family literacy refers to a situation whereby individual members of a family teach other members reading and writing skills. Parents or guardians with knowledge of past events would want to transmit such knowledge to other offspring. In similar vein, literate parents may bring together the entire members of their family and teach them literate skills. It could, in fact be the children who also teach the other members of the family.

To start with, programs can be designed for parents on how to read effectively to their children and how to provide the language and the reading readiness skills those children need to learn in order to read and write.

This approach is gradually gaining acceptance in South Africa through the activity of a non-governmental organisation (NGO) in Kwa Zulu, Natal called Family Literacy Project (FLP).

### **2.3.6: COACHING**

Here the group leader models book reading behaviour and strategies that can be reinforced by videotapes. This will afford parents the opportunities to learn successful models of interactive book reading with their children.

### **2.3.7: PAIR MODELING**

This focuses on parents taking control of the book reading sessions in order to help each to use appropriate strategies with their children. This will help parents to master how to read effectively to the children.

### **2.3.8: PARENT-CHILD INTERACTION**

Here the parents bring their own children sessions and practice their acquired strategies with them. Through these, parents learn in small peer sessions, practice decent concepts with other parents, and utilize appropriate strategies to encourage community involvement in family literacy. Other activities that encourage family literacy include writing for children, selecting shopping by label, writing a shopping list, reading and writing with family members. Literacy material sources from watching television programs, using a home computer, checking and reading receipts

together, looking at pictures, photo album and checking telephone number list.

### **2.3.9: FREIREAN CONSCIENTIZATION APPROACH**

A Brazilian educator, Paulo Freire, pioneers the Freirean approach otherwise called the theory of Conscientization. The theory places emphasis on dialogue and action, awareness raising, cooperation and empowerment. It is both a method and also a weapon for changing the status quo. Conscientization aims to herald the emergency of the oppressed into the political process. The process of dialogue tries to integrate education with political participation with the hope of achieving education for liberation. Thus literacy, for Freire, implies:

*Political transforming process; an instrument for correcting social injustice; teaching people to read and write to enable them to decide the myth behind their backwardness; and dialogue process that establishes a horizontal relationship between the educator and the learner, making both of them partners in search of knowledge.*

Dialogue, in this content is a compulsory link between conscientization and empowerment. Problem-posing questions and



analysis among interlocutors; it is arrived at through a process of mutual agreement among interlocutors; thus new knowledge is created based on their existential experience.

Freire's method insists that each of the sentences written and read must come from participants themselves, and the participants must be able to proffer solution. The method's insistence on whole sentences is based on Freire's classification of words into generative, active words and empty words, and the fact that to him, one cannot identify the true meaning of a word if it is not in a context. Finally Freire insists that each lesson must end with a discussion of what is to be done and the charting of a plan of action to community action.

### **2.3.10: THE REAL LITERACY MATERIALS**

This is an approach founded by Alan Rogers (1995:67) and popularized by the Department of International Development (DID) and the British Council. It advocates the use of readily available reading materials in the learners' immediate environment and the consolidation of literacy practices of adults.

These written materials are easily located on public buildings, signposts, bill boards, stickers, car windscreens, vehicle bodies etc. The method says that rather than rely on primers, text books or

teachers' prepared written materials, these limitless real materials are enough to create reading and writing skills in the adults, since many such materials can be brought to classes or developed by adult learners with careful guidance of course. The approach discourages the reliance on primer.

#### **2.3.11: THE LANGUAGE EXPERIENCE APPROACH (LEA)**

This approach starts the literacy teaching process by the teacher first eliciting story of the individual's life from the learner himself. There is no attempt to correct the learner's language at the initial stages.

When the story is over, the teacher reads it sentence by sentence, as the learner follows him. Later, both read it together, until the learner is able to read it on his own.

#### **2.3.12: NEW CONCEPTS OF LITERACY: THE IDEOLOGICAL APPROACH**

The "ideological view" of literacy sees it as a social process in which particular society; constructed technologies within particular institutional frameworks for specific social purposes.

Literacy cannot be seen clearly as "an externally introduced force for change" instead the individual must be" an active actor in

literacy learning not just a passive recipient of an externally defined and introduced technique (Caxton Report 1994:8).

The ideological approach has certain implications for literacy methodologies. The primer as a prefixed external text would appear to limit literacy practices and be consistent with the traditional or autonomous approach, seeing the need for a fixed body of knowledge to be transferred. To be consistent with the ideological approach a methodology would have to, for example;

- \* Emphasize writing rather than passive reading of fixed texts.
- \* Emphasize creative and active involvement of participants
- \* Build on existing knowledge of participants and respecting oral traditions,
- \* Focus on learner generated materials (not packaged texts)
- \* Ensure that the process is responsive and relevant to the local content.
- \* Address the "literacy events" in the wider environment rather than regard literacy as just a classroom activity.

### **2.3.13: VISUAL LITERACY**

In development work, it is assumed that people could understand the posters and leaflets we produce, If we use lots of pictures instead of words.

The picture as stated by Fugle Sang (1982:43) is the link between the oral and the written lifestyle and the first step on the way to written abstraction. The picture is the bridge from a basically imitative, to a digital mode of communication. "The picture makes the event into an object. The picture is the visual environment of the word".

He went further to state that "people learn to read pictures just as they learn to read the pages in a book". In social environments with no pictorial tradition or very few pictorial representatives the informal process of learning to read pictures simply does not occur.

### **2.3.14 NUMERACY**

Most literacy programmes either overlook numeracy or treat it as being of secondary importance to reading and writing words.

This is a serious problem because most adults already have considerable numeracy skills. Adult learners know oral counting and some mathematical structures adequate for their daily life often non literate people (especially those involved in trade) may be much better at mental arithmetic than "educated".

people who have come to depend on written sums or calculators.

*What is the value of written numeracy? It is necessary primarily because people are aware of the limitations of memory for keeping numbers in mind and for memorizing daily events involving numbers. Numeracy programmes will help people with different types of record keeping that might be of practical use to them.*

To develop a numeracy programme suitable for adults, the starting point should be people's daily experience. So that there is a substantial improvement in the way that people carry out existing required calculations at the point in everyday life that they need to.

### **2.3.15 GENDER**

Women's literacy today has been linked to lower child mortality rates and healthier children, higher enrolment in school, more efficient farming, more advanced savings and credit facilities and to lower population growth rates (Rowland, 1980; Ifakpor, 1980; & Ezeomah, 1986).

Non-literacy on the other hand is one of the factors, which marginalizes women, and makes access to basic human right difficult. In Asia, Africa, and Latin America, women tend to form

an enthusiastic majority in literacy classes. Infact the recent evaluations of the literacy programmes in Namibia and Uganda, show that men's willingness to attend excludes them from both practical and empowering benefits of literacy (Ahmed, 1975; Kassam, 1977).

In the current situation, two main approaches are common to women literacy. The first approach is the pragmatic one supporting women's practical gender needs through literacy. This approach is to strengthen women in their performance of existing (and often subordinate) roles as mothers and wives, workers (producers), and community members (contributing labour and time on a collective basis).

The second approach is focused on women's strategic gender needs to challenge the unfair and subordinate nature of their *traditional* social roles. These might include community cooking and water collection arrangements, protection from domestic violence, and freedom from sexual harassment etc. Literacy primers may try to tackle issues such as giving information on legal rights or promoting discussion of problems amongst the women.

## **2.4 AN EMPIRICAL EVALUATION OF THE EFFECTIVENESS OF WHOLE LANGUAGE APPROACHES ON THE ORAL LITERACY SKILLS OF BILINGUAL PRE-SCHOOL CHILDREN IDENTIFIED AS SPEECH IMPAIRED IN SPAIN**

During the 1950's and 60's, a growing concern began to be voiced by educators, parents and political leaders with regards to the poor literacy skills of American students and of the population as a whole (Gursky, 1991, Jewell & Zintz, 1986). Researches note that educators care a great deal about literacy development. Hence both time and money have been devoted to improving literacy skills, nevertheless "reading problems have neither diminished nor have they gone away" (Jewell & Zintz, 1986: 82).

Some other researchers have documented that minority language students generally perform poorly in the area of reading achievement when compared to their Anglo peers (Baca & Cerrantes, 1986:21). It follows then that educators working with Limited English Proficient (LEP) students exhibiting special needs are especially concerned with implementing effective practices to teach literacy to these students in their native language.

One approach therefore, that has been implemented by many educators to develop and improve literacy skills is the whole

language (Dudley – Marling & Rhodes 1988). The approach is a body of beliefs about learning, teaching and the role of language in the classroom that impacts upon the entire curriculum (McInerney, 1988; Raines & Canady, 1990). Proponents of whole language insist that the methods used by whole language teachers are more responsive to the needs and interests of children than the traditional teaching methods (Gursky, 1991:71). Educators and theorists disagree about the diffusion of whole language. This is because the framework of whole language deals primarily with attitudes and beliefs and trends. These beliefs and practices include the following:

Children in whole language classrooms are actively involved in a variety of experiences that reflect the purpose of language both within and outside school settings.

A variety of print media is used within a classroom, moreover; Oral language is focused upon as well as reading and writing, as an important component of language arts

Reading is an interaction among the reader, the text, the environment, and the reading process.

Content areas such as science and social studies also provide opportunities for language development and growth, and should therefore be taught in a holistic manner.



Within a school day, time needs to be set aside for recreational reading of individually chosen material in addition to teaching isolated skills.

Children learn to write by practicing writing. Students are encouraged to complete creative stories, poems and riddles as well as a daily journal.

Children in whole language classrooms learn by example. Teachers also participate in recreational reading and creative exercises by reading and writing along with their students.

Teachers model language skills and provide for practice time for new competencies and old skills, which may not yet be mastered.

Assessment of students' performance is ongoing. Evaluation of students' performance is based on students' work, competency, growth, and conferencing between students and teachers, and self-evaluation by students rather than on comparison of scores on achievement tests.

### **2.4.1 METHODS**

The researchers used three students as subjects for this study and they were all identified and classified as speech impaired by the committee on pre school special education, and had recently been placed in a bilingual, language based pre school classroom.

All three students had been determined to be Spanish dominant through both administrations of the Bilingual language proficiency profile and as a result of interviews with parents regarding language used at home prior to the students' beginnings in the programme.

Therefore, all past instructions had been provided in Spanish, and continued to be provided in Spanish throughout the study.

### **2.4.2 PROCEDURES AND INSTRUMENTATION**

A multiple probe design was used for this study. A multiple probe design is one in which daily data collection for the dependent variable is not necessary. The dependent variable measured was the average number of verbalizations per minute. This design allowed the instructor to increase time spent on direct instruction. It should be noted, however, that prior to implementing intervention with the next students, daily data were collected for that student's baseline data were recorded during non-structured free play sessions, by one of two trained observers.

During the free period the children were allowed to select any activity they wanted to participate in, selecting toys (e.g. housekeeping, cars, blocks, farm animals etc) looking at books, painting drawing and cutting, or puzzles. The children generally took part in at least three different activities during a free play period.

The intervention for this study consisted of direct instruction utilizing various whole language techniques during the daily circle time. Circle time consisted of three 12-minute sessions during which the instructor worked with the three subjects individually. The interval during which the instructor worked with each student (1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>) was also varied in a consistent manner on a daily basis. The teacher told students a story using props, flannel board or puppets. Emphasis was placed on story retelling and concept development. The same story was used for 5 consecutive days, Monday through Friday. If a student or the instructor was absent on any day, the activities were extended for that period of time. Throughout the implementation of the whole language activities, the instructor prompted and or modeled appropriate responses and behaviour as necessary.

Following the implementation of whole language activities, an observer followed each student individually for a 15 minute interval

during free play and recorded the number of comprehensible verbalization uttered during that interval. The interval during which the students, verbalizations were recorded were varied on a daily basis from first to third.

### **2.4.3 RESULTS**

During intervention, language samples, recorded for each student during free play were used to determine their mean length of response (MLR), which was in turn used to calculate each student's average number off verbalizations per minute by dividing MLR by 15.

The second table displays daily MLR and daily average number of verbalization per minute for each subject during baseline and intervention. Daily target rates of 5.0, 2.0 and 2.0 verbalizations per minute were established for subjects, 1, 2 and 3 respectively. The baseline data was used to determine those specific target rates for each student.

The second table also reflects the daily average number of verbalization for each student. It is evident that the daily average number of verbalizations for each of the students, both during baseline and intervention, were unstable and variable when one coalesces these data into either averages (i.e. mean or ranges) one loses the obvious trend in the children patterns.

The trend stability for all three subjects were variable during baseline. The change in trend stability between conditions was variable for all three subjects.

#### **2.4.4 DISCUSSION**

Although the results of the study were varied, all 3 subjects made some gains. Data recorded for subjects 2 and 3 show that with the exception of one day for subject 2 (day 26) both subjects were verbalizing at or above their daily target rates, which was an average of 2.0 verbalization per minute. Data for subject I showed that he was verbalizing at or above his target rate of 5.0 verbalizations per minute on 12 out of 21 days during which he participated in the whole language activities.

Four major positive factors of the language activities were the interest, eagerness and motivation of the students. They were constantly asking if it was their turn yet to work with the instructor, and even on days when they did not feel well, when given a choice they wanted to work on the activity of the day. When compared to more traditional instructional methods whole language advocates can refer to very little empirical data, which has documented the effectiveness of whole language methods. In fact this is due to the nature of whole language theory and methods, which are largely qualitative and therefore difficult to

express in quantitative terms. The implication of this study demonstrates that further research is necessary. It can however, be said that these methods are part of what every instructional programme should include given the needs of language minority students. It is particularly important that future research be conducted with this population.

## **2.5 SOCIO-ECONOMIC CHARACTERISTICS OF PEASANTS IN NIGERIA**

Nigerian small-scale fishermen live in temporary or permanent fishing settlements along the creeks, Lagoons and beaches throughout the coastal line of the country as well as large Rivers and Lake Banks.

Little is known about many of these communities except for a few comparatively prosperous ones such as those residing in some parts of Ilaje coastal areas in Ondo State, and in certain very productive areas of Lagos, Ogun, Edo, Delta, and Cross River States. A study was carried out between February and May 1982 by the FAO World Bank fishery sector, for the Federal Department of Fisheries of the Federal Ministry of Agriculture, Lagos. The survey dealt with a number of issues.

### **The fishing communities**

The exact numbers of the fishing communities are not known with any degree of accuracy while some can be regarded as transit camps or temporary settlements; others are large and permanent in nature. The numbers of the more permanent ones range from 9 in Borno State to over 50 in Cross River State.

A permanent feature of the communities are lack of social infrastructure such as schools, medical or health facilities, water supply and electricity, fishing infrastructure such as landing jetties, cold storage facilities, repair workshops

The population of the settlements ranges from as low as 50 in some areas to as high as 9,000 people in some areas in Rivers and Cross River State. The fishing population appears to comprise relatively of young people when compared to many farming settlements whose average age has increased as a result of out-migrant. The study revealed age range of fishermen as follows: between ages 20-40 about 54.1%; 41-60 about 39.7%; 61- 80 about 4.4% and above 80 constitutes about 0.2% (Mabawonkwu 1980:53).

# PERCENTAGE DISTRIBUTION OF RESPONDENTS BY AGE

	S T A T E									
Years of Education	BEND EL	CRO SS RIVE R	LAGO S	OGU N	OND O	RIVE R	KWAR A	NIGE R	SOKO TO	KAN O
20 -	57.94	40.9	80.56	74-	63.7	82.2	86.00	92.0	96.60	81.
NAL	7.84	1	-	00	2	2	4.00	0	1.03	2.8
201 -3	27.45	2.27	16.67	-	1.47	-	4.00	-	4.12	5.7
414 -6	11.76	29.5	2.78	16.0	26.4	-	6.00	4.00	8.25	10
61 - 6		5		0	7	17.7		6.00		
		27.7		10.0	8.33	8				
		8		0						

*Source: Mabawonkwu A.F. (1980). The Social and Economic Structure of Artisanal Fisheries in Nigeria. Nigeria Journal of Rural and Economic Development*

A substantial proportion of the population on table 8 above has not received any formal education, but the yearning for education has made many of them to send their children to relations in the major towns; where educational facilities are available they are limited to primary school level except in very few communities



Not all the people in fishing communities are engaged in active fishing. This involvement ranges from as low as 29% in Rivers state to as high as 75% in Sotoko state. Others within the communities are engaged in trading, weaving, boat building and net repairing. In most cases the fishermen themselves carry these out. However in some parts of Bendel (now Edo & Delta states), Ogun Ondo, Cross River and Lagos States a few specialized boat builders can be found. In general, the standard of living in these communities is low relatively to other non-fishing communities. Because many of the communities are not readily accessible the price, which they pay for non-locally produced commodities, were found to be almost 50 percent higher than what obtain in the urban areas. The standard of living in the fishing communities reflect an abject level of poverty not befitting a population that produces over 90 percent of the domestic fish production in the country.

For reasons, which are difficult to explain the governments of the States where many of these communities are located appear to have done very little in improving the standard of living of these people. Development efforts and provision of social infrastructure are concentrated on mainland areas of these states.

Many of the fishermen have never made contact with government extension workers and therefore depend on the age-old tradition of their fathers in their fishing activities.

### **Fishing Activities**

Fishing activities among the fishermen vary widely from state to state and from season to season. Along the sea coastal fishing activities peak lies in the months of October to April. Many of the fishermen interviewed claim that they fish every day except on Sundays and when the sea is rough or visibility is poor especially during the harmattan.

**Fishing methods and production units:** Many of the fishermen fish in groups of 3 or more persons. Generally there are three types of fishing (FOA 1969:61).

- 1) In collection methods of fishing like, dragnet or ring gillnets. More than one canoe and a number of fishermen are involved. These are referred to as "fishing companies"
- 2) Set nets, line and trap fishing using single canoes, with two to four fishermen forming groups.
- 3) Single fishermen using canoes as required for cage or trap fishing.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 INTRODUCTION

This chapter deals with the procedure and strategies used in data collection and analysis. It covers research design, population, sample and sample technique, research instruments, pilot study, reliability and validity of research instruments.

**3.1 THE RESEARCH DESIGN:** The Solomon Four - Group Experimental Design was adopted for this study. The Design is represented with the formulae:

- |                |                |                |                          |
|----------------|----------------|----------------|--------------------------|
| O <sub>1</sub> | X <sub>1</sub> | O <sub>2</sub> | Experimental group       |
| O <sub>3</sub> | X <sub>2</sub> | O <sub>4</sub> | Experimental group       |
| O <sub>5</sub> | X <sub>3</sub> | O <sub>6</sub> | Experimental group       |
| O <sub>7</sub> | C <sub>1</sub> | O <sub>8</sub> | Comparison control group |

The Design, according to Gay (1992; 64) involves testing of hypothesis concerned with cause and effect relationships. It also entails the manipulation of at least one independent variable, control of other variables and observation of the effect on one or more dependent variables.

The design was deemed appropriate for the study because the influence of the treatment can be determined both when pre-test is administered and when not administered. It also gives room for

the researcher to control the interaction effect of the pre-test and treatment. The researcher randomly assigned treatment to the four groups involved.

The approaches used for the groups are:

- i. The Whole Language Approach – Experimental Group I
- ii. The Freirean Approach – Experimental Group II
- iii. The Competency Based Approach – Experimental Group III
- iv. The Eclectic Approach – Comparison Group.

O<sub>1</sub> O<sub>3</sub> O<sub>5</sub> and O<sub>7</sub> represent pre-test scores for groups 1, 2, 3 and 4, respectively.

O<sub>2</sub> O<sub>4</sub> O<sub>6</sub> and O<sub>8</sub> represent –Post-test scores of groups 1, 2, 3 & 4, respectively.

X<sub>1</sub> X<sub>2</sub> and X<sub>3</sub> are all experimental treatment groups.

C<sub>1</sub> represent control group.

**3.2 POPULATION FOR THE STUDY:** The population for the study included fishermen in all the fishing communities in the selected Local Government Areas of Lagos State.

**3.3 AREAS OF STUDY:** The study covered Four Local Government Areas of Lagos State, which have fishing communities.

The four Local Government Areas are Badagry, Ibeju Lekki, Epe and Amuwo-Odofin. They were selected based on the fact that they have large numbers of fishing communities.

### 3.4 SAMPLES AND SAMPLING TECHNIQUE

The sample for the study comprises one hundred and sixty fishermen selected from Badagry, Ibeju-Lekki, Epe and Amuwo-Odofin Local Government Areas of Lagos State. The procedure used to select the subjects was a clustered sample. This technique is appropriate for use in this study because the population of fishermen in the study areas is infinite. At the same time, a list of the population does not exist and also, the geographic distribution of the fishermen is widely scattered. The Table 3.4.1 below shows the sample distribution by Local Government Areas and fishing communities respectively.

**Table 3.4.1: Sample Distribution by Local Government and Fishing Communities**

	<b>LGA</b>	<b>NO. OF FISHING COMMUNITIES</b>	<b>NO. OF SELECTED FISHING COMM.</b>	<b>NO. OF SELECTED FISHERMEN</b>
1	Badagry	86	17	40
2	Ibeji Lekki	53	11	40
3	Epe	198	40	40
4	Amuwo Odofio	61	12	40
	<b>Total</b>	<b>398</b>	<b>80</b>	<b>160</b>

### **3.5 INSTRUMENTATION**

Three basic instruments were utilized to gather data. These were;

1. Basic Literacy Questionnaire BLQ (Learners Pre and Post Achievement Tests in Literacy, LPPATL);
2. Questionnaire 2- Fish Production, Social and Economic Schedule ( FPSES);
3. Questionnaire 3- Learners Perception on Instructors Performance Schedule ( LPIPS)

Each of these instruments is described here.

#### **3.5.1 LEARNER'S PRE AND POST-ACHIEVEMENT TESTS IN LITERACY (READING, WRITING AND ARITHMETIC)**

The learners' pre and post-achievement tests contained 10 main sections of different grades of items. These included recognition of pictures, recognition of letters, writing of the alphabets and numbers, simple arithmetic, recognition and writing missing alphabets from words and numbers.

These questions were put in formats like flashcards, letters and cardboards and sheets of paper for easy administration to learners.

The questions in the case of post-tests were designed to determine the effectiveness of each approach for literacy based on the achievement scores of the learners, while the pre-test questions

were meant to measure the knowledge level of the subjects to ensure their relative uniformity before teaching commenced.

The researcher also had the learner's pre and post Achievement test in English and Yoruba constructed by the Linguistic Department of the University of Lagos. Ref appendix A, section A

### **3.5.2 FISH PRODUCTION, SOCIAL AND ECONOMIC SCHEDULE (FPSES)**

This questionnaire was employed to collect information from the participants of the experiment.

Section A contained 8 items; the questions were designed to know the personal characteristics of the learner. Questions included were on age, sex, occupation, marital status, educational background and socio-economic status.

Section B is divided into two, Bi and B ii. Bi has 10 items that were designed to analyze fish production while B ii has 9 items analyzing the socio-economic status of the fishermen. See. Appendix A, Section C

### **3.5.3 LEARNERS PERCEPTION ON INSTRUCTORS PERFORMANCE SCHEDULE (LPIPS)**

This questionnaire was meant to access the relationships between the instructors and the participant and how they perceived the programme.

It had 10 items designed to access the relationship. See, Section C Appendix A.

### **3.5.4 INSTRUCTIONAL MATERIALS**

1. The reading primer in English/Yoruba
2. The syllabus
3. Scheme of work
4. Lesson notes

#### **3.5.4.1 The Reading Primer in English/Yoruba**

The Primer is a literacy text, for introducing adult to basic literacy prepared by The National Commission for Adult and Non Formal Education. It comes in both English and Yoruba version.

#### **3.5.4.2 The Syllabus**

The syllabus on literacy was supplied by the authors of the Basic Primer (The National Commission for Adult and Non Formal Education) was adopted and modified with consideration for the needs and interests of the learners. See appendix B

#### **3.5.4.3 Scheme of Work**

The scheme of work was derived from the syllabus and it detailed activities between the instructor/ assistants and the learners for the six weeks the experimental study would last. The terminal objectives expected of learners for each topic treated formed one of



the items under the scheme while the relevant sections of the Primer were indicated, the teaching aids/ methods needed for achieving the stated objectives were also specified.

However, the treatment of topics and achievement of their objectives were left at the discretion of the instructors/ assistants who used the relevant approach among those being tested, to operate the scheme, for the particular group being taught.

#### **3.5.4.4 Lesson Notes**

These were developed on selected topics for each of the approaches under use. The instructors were trained and asked to prepare their notes, following the specimen given. Ref appendix C

#### **3.5.4.5 Sample Design for Scoring**

A scorecard was designed for each learner and it was on this that the examiners recorded each learner's individual raw score. Learners were given pre-tests before commencement of learning and the post-test thereafter.

The items in the three instruments were scored on a four-point scale as follows:

FPSES- frequently (4), occasionally (3), seldom (2), never (1)

LPI IPS- very well (4), fairly well (3), poorly (2), not at all (1).

LPPAS- different marks were assigned to each item of the subtests.

Thus, for example, a subtest might have half, one or two marks as

the maximum marks allotted to it. Altogether, a subtest would attract a maximum of 10 marks and the total marks obtainable were 100.

### **3.5.5 PROCEDURE FOR ADMINISTRATION OF RESEARCH INSTRUMENTS FOR THE STUDY**

The procedures in administering the research instruments included:

a. Visit to the fishing communities for the purpose of familiarization: This involved the visit to the **Oba's** palace at Badagry, Lekki, Epe and Amuwo-Odofin respectively. The research introduced herself and the purpose of her Visit. The **Oba** then introduced the researcher to the **Baales** whose communities were used. The baales then convened a meeting and introduced the fishermen and their wives to the researcher. This took a period of two months to accomplish, because of protocols. An open space was then allocated to the researcher at a community, called "IKATE" at Lekki .It is also popularly known as 'Waterside'. A school was eventually erected by the researcher through the villagers using raffia and bamboo sticks. At the other three communities old buildings were used for the programme. These communities are: -"IYAFIN" at Badagry, "IBESHE" at Amuwo-Odofin, and "EREDO" at Epe.

b. Finally an opening ceremony was held at all the communities used and the following representatives were present:

(1) A representative from the Agency for Mass Literacy and Non-Formal Education Alausa, Lagos. (2) A representative from the Department of Adult Education, University of Lagos. (3) Instructors from the Institute of Oceanography, Victoria Island. (4) Research assistants from the Department of Fisheries, University of Lagos and Department of Adult Education University of Lagos. (5) The Baales and the fishermen.

#### C Recruitment of instructors

The coverage of the research made it imperative to recruit and train the research assistants. In all eight research assistants were recruited and trained. The research assistants were undergraduate students in the final year at the Fishery Department of the University of Lagos and the Institute of Oceanography, Victoria Island and Adult Education Department, University of Lagos. They were to assist in administering the instruments to the participants and collect them back for scoring and analysis.

The assistants were trained for 2 days, using the draft research instruments. They were also trained by specialists/lecturers at

the Institute of Oceanography and the Adult Education Department of the University of Lagos.

d. Administration of the instruments: The researcher and the assistants administered the instruments in each community for six weeks except at Lekki where the class was destroyed and subsequently re-built with the instrument re-administered.

The different communities were taught using the different approaches and made use of the synthetic and analytic methods of teaching.

The researcher adopted a draft syllabus for a six-week project in the use of literacy approach. This was assessed and corrected by the expert from The Adult Education Department and The Department of Arts and Social Science Education, University of Lagos. The researcher, with her assistants and instructors met with the fishermen two times per week and each meeting lasted for two hours. Generally, they all accepted evening classes because of the nature of their profession.

The time for classes was 4-7pm every Friday and Saturday.

e. Instructional Materials used:-The interview schedule (pre and post achievement test in English and Yoruba) (ii) The English and Yoruba Premier. (ii) Mass Literacy Exercise Books (IV) Pencils, eraser and sharpeners (v) Chalkboards (VI) chalk in packets. (vii)

Dusters. (viii) Registers, desk and chairs, for fish production instruments: (i) Fish food in bags (ii) Fingerlings (iii) Tanks in three sizes. (iv) Hose for water. (v) Bulbs and electricity.

### **3.3.6 PROCEDURE FOR DATA COLLECTION**

An introduction letter was obtained from the Department of Adult Education, University of Lagos. The letter was taken to the National Commission for Mass Literacy Adult and Non-formal Education, Alausa, Ikeja Lagos. This Commission assisted the researcher in her data collection by providing literacy materials.

### **3.5.7 FAMILIARIZATION VISITS TO THE FISHING COMMUNITIES**

An introduction letter from the Department of Adult Education was taken to the different research communities. This involved the visit to the Oba's palace at Badagry. The researcher met the A.D.C. of the Oba (Sergeant Isaac Ogunbiyi) who after a long interrogation introduced the researcher to H.R.H- Oba Akran and his eleven Baales. The Oba after deliberating over the reason for the visit directed that the Iyafin community be used for the research; subsequently, the baale of that community was introduced to the researcher as (Baale Patmvoh). The researcher went with the Baale

to familiarize herself with the community. This took a period of two months to be completed due to some protocol.

At Lekki, the researcher met the Odofofin of Ikate Land, Chief Kehinde Elegushi who also introduced the researcher to the White-cap members of the chieftaincy committee. The General Secretary Chief M.A.Ajanaku was directed to introduce the researcher to the **"JEJELAIYE FISHERMEN"** who became the participants of the study.

At the Amuwo-Odofofin and Epe communities, the researcher was not allowed to meet the Oba but was introduced to Chief Ajose Seweyon and Chief Vitowanu Midoniyon respectively. These Chiefs were the Baales of "Ibeshe" Community at Amuwo and "Eredo" Community at Epe.

### **3.5.8 TRAINING OF RESEARCH ASSISTANTS**

Each instructor was assigned two research assistants. They were re-trained for two training sessions of one hour each in their different areas of specialization. During these sessions, the research assistants were trained on how to develop a fishpond on the one hand while the others were trained on how to administer the Adult Education instruments and tick the responses of the participants to each item on the instrument. The research assistants selected were fluent in English, Yoruba and Egun

languages. Also, they acted as interpreters as majority of the participants spoke Yoruba and Egun as their first languages.

### **3.5.9 TEACHING SESSION**

There are four groups in all. While all the four groups were administered the post-test, only three of these four (groups 1, 2 and 3) were administered the pre-test. Three groups 1, 2 and 3) received experimental treatment (Whole language, Competency-based and Frierean approach) while group 4 was the control group receiving no treatment. All pre-tests were administered at least two weeks before the commencement of experimental treatment. The treatment was conducted in groups of 40 fishermen by the researcher. All experimental subjects were exposed to four treatment sessions spread over 6 weeks with an average of two hours per session. The post-treatment assessment was carried out two weeks after the last treatment session. There was therefore an interval of at least 10 weeks interval between pre and post treatment assessment periods. An interval of 10 weeks was considered adequate to obliterate any effect of pre-testing on the post-test scores

### **3.5.10 TREATMENT PLAN**

#### **Formation of groups**

The group's formations were heterogeneous in demographic variables such as sex, ages, marital status, ethnicity, religion, educational qualification and socio-economic status.

#### **Group size**

Each group consisted of forty participants. Although group theory recommends an optimum group size of twelve, the groups in this study were enlarged to satisfy the minimum sample size of requirement for the use of the ANCOVA.

#### **Duration of Treatment groups**

Each group lasted for six weeks after which the instruction was terminated. However, each group reconvened for about forty-five minutes two weeks after the termination of the group during which time the post-tests were administered.

#### **Frequency of sessions**

Sessions were held two to three times a week. This was considered most productive because the fishermen had the chance to mediate and think over experiences of previous week's sessions.



### **Duration of sessions .**

Each session lasted approximately two hours. However, the treatment groups (on Saturdays) lasted for about four hours (practical).

### **Attendance**

Although attendance was voluntary, regular attendance was encouraged as irregular attendance may have adverse effect on others' sense of purpose.

### **Setting**

The classroom was of reasonable size neither giving a feeling of emptiness nor over-crowding. Instruction was conducted in quiet, adequately ventilated and moderately made furniture (desk and seats. Natural daylight was the source of illumination. There was no offensive odour as the setting was a classroom constructed for the purpose of instructing the fishermen. Outside distraction was prevented as instruction took place in the morning on weekends or early evenings on weekdays by which time regular students would have gone home or would not come to school at all.

All the above activities were observed in constituting each of the four groups irrespective of whether or not a group was a control or experimental group.

### **3.5.11      EXPERIMENTAL      TREATMENT      (COGNITIVE RESTRUCTURING)**

The specific therapeutic procedures used to alter the fishermen's behavioural responses were derived largely from rational emotional therapy (RET) Ellis, (1973) and the procedures outlined by Brammer (1973:59).

#### **Session One and Two: Relationship Establishment**

The researcher took the initiative to establish a climate conducive to mutual respect, trust, free and open communication and understanding through attentive listening, positive regard, and accurate empathy and genuine and an ability to understand and feel with the client. An exploration of the following variables as they relate to the fishermen as suggested by Bammer (1973) was carried out

- a. Self perceptions
- b. needs
- c. values
- d. feelings
- e. experiences
- f. expectations and
- g. problems

A thorough understanding of group's structure and dynamics was also undertaken. Key activities included the following:

- (a) identification of group goals and objectives of the therapy
- (b) group norms
- (c) responsibilities of group members
- (d) analysis of the teaching profession

In carrying out the above activities, the objectives were:

- (1) To stimulate open, honest and free communication about literacy and its needs for the fishermen
- (2) To work towards progressively deeper levels of understanding, respect and trust between the researcher and the participants on the one hand and between and among the participants themselves on the other hand.
- (3) To provide the participants with the view that something useful can be gained from the programme.

### **Session Three and Four: Problem Identification and Exploration**

This session examined, the fishermen's "self defeating and catastrophic logic" with a view to helping each fisherman eliminate the belief that they cannot be literate. Key techniques employed in this session included the exhibition of attending behaviour, placing particular emphases on such communication skills as

paraphrasing, clarification, perception checking or feedback. Questioning at this stage was facilitative to the fishermen's continued exploration of their experience, behaviours and the relationship of their concerns to the ways they are living generally. Questions that would embarrass, challenge or threaten the fishermen were avoided.

### **Session Five and Six: Continued Problems Exploration and Participants' Self Analysis**

The major activities here were:

- The fishermen's self-analysis
- Assisting each group of fishermen, to develop a self-understanding that recognizes the need for dealing with illiteracy --- the need for change and action
- Assisting them to know how and why the need for change

### **Session Seven and Eight: Planning For Problem - Solving**

The major activities in this session centered on the following

- (1) Show the fishermen how their present illogical self-verbalization will not improve their present condition.
- (2) Demonstrate to the fishermen the benefits of both basic and functional literacy.
- (3) Recognize and deal effectively with resistance to new skills and knowledge.

- (4) Develop a plan to solve and remediate illiteracy starting up a functional school is now necessary.

### **Session Nine and Ten: Practical on Saturday**

The central purpose of the practical on Saturday was to help the fishermen get more skillful knowledge about fish production and processing in addition to learning how to read and write.

Major activities include:

- (1) Getting the fishermen to change their thinking, that they cannot achieve new knowledge and skills
- (2) Teach the fishermen how to apply the scientific approach to fishing, fish production and processing as well as learning how to read and write

### **Placebo Treatment for the Control Group**

Participants in the control group were given the following lesson on the importance of personal and environmental hygiene.

- Explanation of the treatment rationale and procedure
- How to have and maintain a clean appearance
- How to protect fish from flies and insects.
- How to purify drinking water.

### **3.6 METHOD OF DATA ANALYSES**

The data collected were analyzed and tested at 0.05 level of significance

### **Hypothesis One**

There is no significant difference between the pre and post treatment literacy scores of fishermen treated with Whole-Language, Competency based, Freirean and Eclectic Approaches

**Statistical Test:** ANCOVA

### **Hypothesis Two**

There is no significant difference between the pre and post treatment literacy scores between fishermen from different socio-economic status

**Statistical Test:** ANCOVA

### **Hypothesis Three**

There is no significant gender difference in the pre and post literacy scores of fishermen treatment and control groups.

**Statistical Test:** ANCOVA

### **Hypothesis Four**

There is no significant difference in the pre and post literacy scores of migrant fishermen owing to their ages

**Statistical Test:** ANOVA

### **Hypothesis Five**

There is no significant difference in the pre and post literacy scores of married and single migrant fishermen

**Statistical Test:** t-test

### **Hypothesis Six**

There is no significant relationship between migrant fishermen's perception of instructors and their acquisition of literacy programme

**Statistical Test:** Chi- Squared

**Descriptive analyses:** Frequency counts and percentages

### **3.7 PILOT STUDY (VALIDITY OF INSTRUMENT)**

The validity of this instrument was determined through a thorough review of literature. The terms were consequently generated from literature; draft of the instrument was given to experts in the field of measurement and evaluation, research methodology, instrument design and data analysis for scrutiny before it was presented to the supervisors. Some items in the instrument such as research questions were modified, some deleted and some added. Eventually, the Supervisors approved the instrument. These processes ensured both the content, construct and face validity of the instrument.

### **3.8 RELIABILITY OF INSTRUMENT**

In order to determine the reliability of the instrument, a pilot study was conducted on Thirty (30) fishermen drawn from Bariga and Ajegunle who possess the same characteristics with the participants in the main study but did not form part of the main study.

The interview schedule was conducted on the pilot group twice within an interval of two weeks. (The results of the two administrations were collected and the researcher used Pearson Product Moment Correlation coefficient statistical method to estimate test retest reliability. The result of the analysis is as shown in the table 3.8.1 below



**TABLE 3.8.1: STUDY ON THE RELIABILITY OF THE INSTRUMENT**

<b>Variable</b>	<b>No. of Items</b>	<b>Test Position</b>	<b>X Mean</b>	<b>SD Stand. Devia.</b>	<b>rt Relia</b>
Basic Literacy Schedule	12	1 <sup>st</sup>	20.16	7.81	0.61
		2 <sup>nd</sup>	22.31	6.34	
Fish Production Schedule	10	1 <sup>st</sup>	16.32	7.73	0.68
		2 <sup>nd</sup>	15.44	8.01	
Learners' Opinions on Instruction/Instructors Performance Schedule	10	1 <sup>st</sup>	14.73	6.86	0.71
		2 <sup>nd</sup>	13.92	7.33	
<b>Total</b>	<b>32</b>	1 <sup>st</sup>	<b>51.21</b>	<b>10.87</b>	<b>0.56</b>
		2 <sup>nd</sup>	<b>51.67</b>	<b>10.55</b>	

It could be seen from the table that reliability index yield ranged between 0.56 and 0.71. These values were high enough and consequently, the instrument is considered reliable and hence it is appropriate for the study as it is found to be stable over time.

## CHAPTER FOUR

### DATA ANALYSIS, TEST OF HYPOTHESES AND DISCUSSION OF FINDINGS

#### 4.0 INTRODUCTION

The results are presented and discussed in this chapter.

#### 4.1 DEMOGRAPHIC DATA OF THE RESPONDENTS

This includes analysis of respondent's Sex, Age, Tribe, Religion, Marital Status, Educational level and Occupation.

##### 4.1.1 PERCENTAGE DISTRIBUTION OF THE RESPONDENTS BY SEX

Distribution	Frequency	%
Male	94	57.3
Female	70	42.7
Total	164	100.0

From the Table 4.1.1, it was observed that male respondents have about 57.3% of the total population of the respondents that took place in the study while the female have 42.7%. Though the difference is not really high when compared with the nature of the work, the female had to do this work with other domestic work like child caring, cooking, fish smoking and other home activities.

As earlier sighted by FAO (1994:16) studies on, *Socio-economic issues in coastal Fisheries management* shows that most fisherwomen engage in fishing activities like fish preservation, distribution, processing

and other allied tasks like prawn peeling, calm and fish/shrimp seed collection while the men take active role in decision making in the business.

#### 4.1.2 PERCENTAGE DISTRIBUTION OF THE RESPONDENTS BY AGE

Age Group	Frequency	%
Under 25 Yrs	14	8.5
26 - 35Yrs	50	30.5
36 - 45 Yrs	96	58.5
Above 45Yrs	4	2.5
Total	164	100.0

From the above table, 26 - 35 yrs has 30.5% while 36 - 45yrs has the highest percentage of 58.5

This is so because, these range of ages represent the most active stage of every human being. The married men among them need to take care of their wife and children. And this can only be achieved through business like fishing and other small-scale businesses.

In addition to the above, there is also need for the people in this stage to be actively engaged, otherwise there will be a problem of unemployment. From the table above, Few children are really involved in this business thus the percentage is pretty low. One of the reasons for this development could be as a result of their engagement in school activities while the old men and women i.e. people above fifty has the least percentage.

#### 4.1.3 PERCENTAGE DISTRIBUTION OF THE RESPONDENTS BY MARITAL STATUS

Marital Status	Frequency	%
Married	90	54.9
Single	53	32.3
Windowed	16	9.8
Separated	5	3.0
Total	164	100.0

According to Table 4.1.3, 54.9% of the respondents are married while those who are single represent about 32.3%. This may be as a result of cultural values placed on marriage by these communities. Another factor that could be responsible for this is the need for the migrant fishermen to have women who engage in fishing activities like fish preservation, distribution, processing and other allied tasks like prawn peeling and fish/shrimp collection to assist the fishing activities.

#### 4.1.4 PERCENTAGE DISTRIBUTION OF RESPONDENTS BY TRIBE

Tribe	Frequency	%
Egun	60	36.6
Ijaw	46	28
Egba	29	17.7
Ilaje	29	17.7
Total	164	100.0

The Table 4.1.4, shows the distribution of the respondents by tribe, the four major tribe used in this work were actively present in the distribution while the Egun and Ijaw has 36.6%, 28.0% respectively, the Ilaje and Egba shares the same percentage of 17.7%.

#### 4.1.5 PERCENTAGE DISTRIBUTION OF RESPONDENTS BY RELIGION

Religion	Frequency	%
Christianity	89	54.3
Islam	52	31.7
Others	23	14.0
Total	164	100.0

As presented in the data in Table 4.1.5, majority of the respondent across the three religious groups are Christians with 54.3% while the Islamic and traditional religion has 31.7, 14.0% respectively.

#### 4.1.6 PERCENTAGE DISTRIBUTION OF RESPONDENTS BY LEVEL OF EDUCATION

Level of Education	Frequency	%
I did not attend any school	19	11.6
I started primary school but didn't complete it	40	24.4
I attended primary six	64	41.4
I attended secondary school but didn't finish	37	22.6
Total	164	100.0

As presented in the data in the Table 4.1.6, the distribution of the respondents cuts across all the stages with those that attended primary school recording the highest percentage (41.4%), secondary school dropouts 22.6% and primary school dropout 24.4%. Thus a substantial proportion of the populations above did not receive proper education. This low educational level of these fishermen may be as a result of economic hardship experienced by these communities. In some cases, government tends to forget people leaving in these rural areas while paying much attention to those in urban areas. Other factors include lack of well trained teachers in these areas to teach the children of these fishermen, motivation, electricity, medical or health facilities, environmental factors, etc.

#### 4.1.7 PERCENTAGE DISTRIBUTION OF RESPONDENTS BY OCCUPATION

Occupation	Frequency	%
Farmer	83	50.6
Trader	48	29.3
Artisan	33	20.1
Total	164	100

From Table 4.1.7, the most dominant occupation outside fishing found in these communities is farming which recorded 50.6%, trading 29.3%

The choice of farming as a second occupation apart from fishing is as a result of their place of settlement. Some of the factors responsible for this include: Availability of fertile land, cheap labour, etc

#### **4.2 HYPOTHESIS ONE**

The first hypothesis states that: there is no significant difference between the pre and post treatment literacy scores of fishermen treated with Whole-Language, Competency Based, Frerian and Eclectic Approaches.

The summary results for hypothesis 1 are presented in Tables 4.2.1, 4.2.2 and 4.2.3. Table 4.2.1 presents the descriptive data for pre and post literacy scores of the treatment and control groups. Table 4.2.2 presents the simple analysis of covariance [ANCOVA], while Table 4.2.3 presents the result of post- hoc tests.

**TABLE 4.2.1: PRE AND POST LITERACY SCORES OF THE TREATMENT AND CONTROL GROUPS**

GROUP	N	PRE TEST SCORE		POST TEST SCORE		MD SCORE
		Mean X	SD	Mean X	SD	
Whole-Language (Exptal I)	40	20.63	7.61	28.31	10.60	7.68
Competency-based (Exptal II)	40	22.70	7.70	33.25	11.72	10.55
Freirean (Exptal III)	40	21.39	6.83	30.07	10.10	8.68
Eclectic (Control)	40	20.41	6.74	23.51	7.93	3.10
<b>TOTAL</b>	<b>160</b>	<b>21.75</b>	<b>7.46</b>	<b>29.66</b>	<b>8.78</b>	<b>7.91</b>

Table 4.2.1 shows that at post-tests the three experimental groups appeared to have made differential improvements over the control group. The Competency -Based, has the highest mean score of 33.25 followed by Freirean with the mean score of 30.07 and Whole-Language with the mean score of 28.31 while the, Eclectic (Control) had mean score of 23.51.

To determine if the differences in post literacy scores are significant across the four groups, ANCOVA technique was employed. Post-test scores on literacy test were entered as the dependent variable;



experimental condition was entered as the independent factor, while the pre-test scores in literacy test was entered as the covariate. The results are shown in Table 4.2.2 below.

**TABLE 4.2.2: ANCOVA TEST OF DIFFERENCE IN POST LITERACY SCORES AMONG FISHERMEN IN THE EXPERIMENTAL AND CONTROL GROUPS**

Source	Sum of Squares	Degree of Freedom	Mean Square	F
Model	47657.45	8	5957.181	30.6
Covariate	33039.47	6	5506.58	3
Experimental Condition	19402.37	3	6467.46	
Interaction	761.94	3	253.98	
Error	29760.03	153	194.510	1.31
<b>TOTAL</b>	<b>130621.26</b>	<b>159</b>		

Significant at 0.05; df = 3 & 153; critical t = 2.67

Table 4.2.2 shows that for experimental condition, the calculated F-value of 30.25 is greater than the critical F-value of 2.67 given 3 and 153 degrees of freedom at 0.05 levels of significance. This means that there exists a significant difference in post literacy scores of fishermen due to experimental conditions.

Based on the significant F-value obtained, further analysis of data was done using the Fisher's least square method to determine which

group differs from the other and the trend of the difference. The result of the post hoc analysis is shown in Table 4.2.3 below.

**TABLE 4.2.3: POST-HOC COMPARISON OF DIFFERENCE IN POST LITERACY SCORES AMONG SUBJECT IN THE EXPERIMENTAL AND CONTROL GROUPS**

Group	WLA	CBA	FA	CONTROL
	n= 40	n= 40	n= 40	n= 40
WLA	28.31	1.58	-0.56	1.54
CBA	-4.94	33.25	1.02	3.12*
FA	-1.76	3.18	30.07	2.10*
CONTROL	4.80	9.74	6.56	23.51

t critical = 1.99

a = Group mean are in the diagonal; difference in group means are below the diagonal while protected t-test are above the diagonal Table 4.2.3 shows that fishermen who are subjected to WLA treatment did not differ in literacy manifestation than those given CBA treatment ( $t=1.58$ ;  $df=78$ ; critical  $t = 2.00$ ,  $p>0.05$ ).

Similarly, fishermen given WLA treatment do not significantly differ in literacy manifestation than either those given the FA treatment ( $t = 0.54$ ;  $df=78$ ; critical  $t = 2.00$ ,  $p>0.05$ ) or those given placebo treatment i.e. control group ( $t = 1.54$ ;  $df = 78$ ; critical  $t = 2.00$ ;  $p<$

0.05). On the other hand, fishermen who were given placebo treatment i.e. control group significantly manifest less literacy attributes than those who were given CBA treatment ( $t = 3.12$ ;  $df = 78$ ; critical  $t = 2.00$ ;  $p < 0.05$ ) and those FA treatment ( $t = 1.02$ ;  $df = 78$ ; critical  $t = 2.00$ ;  $p < 0.05$ ) respectively. From the result presented above, the following conclusion could be drawn.

1. Before exposure to the four experimental conditions, fishermen in each of these groups scored poorly in literacy.
2. After treatment, fishermen in the control group did not record any significance improvement in literacy
3. Those in Competency Based Approach and Frierean Approach recorded the greatest improvement in literacy among the fishermen. However, no significant differences were observed among these three groups.

It was Aristotle who said, "Knowing any thing is teaching it". However, teaching that knowledge or skill may not be an easy task, most especially when the supposed teacher does not know how to convey that knowledge or skill to the learner, either through ignorance or confusion. It is in the light of this premise that the study discovered importance of literacy approaches as the most significant variables among those examined.

In the course of the study, fishermen were subjected to tests to establish their pre-entry knowledge. The results showed that our first hypothesis was rejected. Before the exposure to the experimental conditions the fishermen in each group scored poorly in literacy. However, after being treated with three different approaches: namely the Competency-Based, Frierean Approach and the Whole-Language Approach, we discovered that they had gained in knowledge according to the strength of each approach employed for each group of fishermen. The results are in table 4.2.1, 4.2.2, and 4.2.3 respectively. These results establish the fact that approaches are important for literacy as observed by Rogers (1987:58).

It is also observed that among the three approaches -the Competency-Based Approach consistently shows its advantage over the remaining two approaches (Frierean and Whole-Language). See Tables 4.2.1, 4.2.2, and 4.2.3 respectively in chapter four.

The higher mean scores of fishermen taught by the Competency-Based Approach (Under experimental and control groups) bear testimony to the above fact. Therefore, we could conclude that the most superior approach for providing literacy for the migrant

fishermen as far as this study is concerned is the Competency-Based Approach.

However, we should exercise caution in claiming that the competency-based approach is most superior among the three approaches tested. In this case, we should re-call past research efforts, which are still inconclusive on the best approach Oyedeji et al (1982), Kennedy (1973) and Peyton et al (1996).

All the same, we may take sides with Oyedeji et al (1982:39) who assert that, the best technique is that which works for my given group of individuals, and even among individual, constituting a class, the teacher may find that one technique works better for one set of people than for another.

Consequently, we can then say that the Competency Based Approach seems to 'work best' for the fishermen under this experiment and this situation justifies our claim.

On the issue of whether an approach is more effective than another, we prefer to say that to some extent, the Competency-Based Approach seemed most dependable of all the three approaches as the result of the fishermen showed in this experiment. The situation may

however, not hold for all instances and situation. In fact, this statement is supported by Rodger {1987:74} who says that

*"The most difficult data to provide is those which  
offer evidence that one method is more effective  
than another in attaining programmed objective"*

Since some of our objectives include finding the appropriate approach to impart literacy to migrant fishermen and selecting the approach in terms of the performance of the fisherman, the results presented here seem to justify the claim that the Competency-Based Approach is more dependable than the other two approaches

#### **4.3 HYPOTHESIS TWO**

The second hypothesis states that there is no significant difference between the pre and post treatment literacy scores between fishermen from different socio-economic status.

The results pertaining to hypothesis 2 are presented in Table 4.3.1-4.3.8. Table 4.3.1 presents the descriptive data on the post-test literacy mean scores of fishermen based on income for three groups. Table 4.3.2 presents the analysis of covariance

[ANCOVA], while Table 4.3.3 presents the pair-wise comparism of the groups.

**TABLE 4.3.1: POST TEST LITERACY MEAN SCORES OF FISHERMEN  
BASED ON INCOME**

Income	N	PRE TEST SCORES		POST TEST SCORES		MD
		X	SD	X	SD	
<b>HIGH</b>	23	24.13	10.49	32.61	11.78	8.48
<b>Middle</b>	58	23.01	8.66	24.96	7.72	1.95
<b>Low</b>	84	23.62	8.27	23.63	8.47	0.01

Table 4.3.1 shows that at pre test level, there are literacy scores of the subjects across the income levels as evident from the Mean scores of 24.13, 23.01 and 23.62 to high, middle and low income respectively. However, with respect to the Posttest, the table reveals that subjects with high income status have highest mean score of 32.61 followed by fishermen in middle income class with mean score of 24.96, while the fishermen that belonged to low income class have mean scores of 23.63.

To determine if the differences in mean scores are significant across the three income levels, ANCOVA technique was used. Post-test scores in literacy among the three income classes were entered as the dependent variables; the income levels were entered as independent factor, while the pre-test scores were entered as the covariate. The results are summarized in table 4.3.2 below

**TABLE 4.3.2: ANCOVA TEST OF DIFFERENCES IN POST LITERACY SCORES AMONG FISHERMEN BASED ON LEVELS OF INCOME.**

Source	Sum of Square	Degree of Freedom	Mean Square	F
Covariate	278.56	4	69.64	
Income levels	269.44	2	134.72	6.32
Error	1730.14	157	11.02	12.23
<b>TOTAL</b>	<b>2278.14</b>	<b>159</b>		

$P > 0.05$ ,  $df = 2$  and  $157$  critical  $F = 3.07$

Results from table 4.3.2 show that for income, the calculated F-value of 12.23 is greater than the critical F-value of 3.07 given 2 and 157 degrees of freedom. This means that there exists significant difference in post literacy scores due to levels of income.

Based on the significant F- value obtained, further analysis of data was done using Fisher's least square method to determine which



group differs from the other and the trend of difference. The pair-wise comparisons of the group means is presented in table 4.3.3 below

**TABLE 4.3.3: PAIR-WISE COMPARISM OF THE GROUP MEANS**

Level of income	High	Middle	Low
High	32.6 <sup>a</sup>	9.33	11.37*
Middle	7.65	24.96	2.33*
Low	8.98	1.33	23.63

\* Significant at 0.05

a= Group means are in the diagonal; mean differences are below the diagonal, while calculated t-values are above the diagonal. Table 4.3.3 shows that fishermen who were subjected to Socio-economic status using income level, as parameter on post literacy score of the fishermen. The fishermen with high-income group significantly differ from the middle income group ( $t = 9.33$ ;  $df = 79$ ; critical  $t = 2.00$ ;  $p < 0.05$ ).

Similarly, fishermen given high income level significantly differ from the low income group ( $t = 11.37$ ;  $df = 105$ ; critical  $t = 2.00$ ;  $p < 0.05$ ) On the other hand, fishermen with middle income level were significantly different from the low income group ( $t = 2.33$ ;  $df = 140$ ; critical  $t = 2.00$ ;  $P < 0.05$ ).

**Table 4.3.4: POST LITERACY MEAN SCORES OF FISHERMEN  
BASED ON HOUSING TYPES**

HOUSING TYPE	N	PRE-LIT SCORE		POST-LIT CORE		GAIN SCORE
		$\bar{X}$	SD	$\bar{X}$	SD	
Bamboo	44	22.86	8.72	24.61	9.23	1.75
Mud	39	23.51	7.91	26.73	10.01	3.22
Block	77	23.63	8.11	243.88	1.73	1.25

Table 4.3.4 above reveals that at post test the literacy scores of the fishermen with the three housing types appeared to have made little improvement over the pre-test mean scores. The fisher men with houses built with mud has the highest mean score of 26.73 followed by those whose houses were built with blocks with mean score of 24.88 while those with bamboo houses had mean score of 24.61.

To find out if the differences in mean scores are significant across the three house types, ANCOVA technique was adopted to analyze data. The results of the analysis are summarized in table 4.3.5 below.

**TABLE 4.3.5: ANCOVA TEST OF DIFFERENCE IN THE LITERACY  
MEAN SCORES OF FISHERMEN BASED ON HOUSING TYPES**

Source	SS	df	ms	F
Main Effect	748.80	4	187.2	22.23
Housing type	23.86	2	11.93	1.42
Error	1321.94	157	8.42	
<b>Total</b>	<b>2094.60</b>	<b>159</b>		

$P > 0.05$   $df = 2/157$ ; critical  $f = 3.07$

Table 4.3.5 shows that for housing type, the calculated F- value of less than the critical f value of 3.07, given 2 and 157 degree of freedom at 0.05 level of significance. This implies that there exists no significant difference in post literacy scores of fishermen due to housing types

Table 4.3.6 presents the descriptive data for the pre and post test scores of fishermen based on fishing equipments .Table 4.3.7

presents the simple analysis of covariance [ANCOVA], table 4.3.8 presents the post-hoc tests.

**Table 4.3.6: POST LITERACY MEAN SCORES OF FISHERMEN  
BASED ON FISHING EQUIPMENT EMPLOYED**

Fishing equipment	N	PRE TEST		POST TEST		MD
		X	SD	X	SD	
Basket/net/hook	51	20.43	9.48	27.81	8.32	7.81
Canoe with Paddle stick	89	22.14	10.11	27.78	9.46	5.64
Boat with Small engine	20	22.86	9.83	24.73	8.27	1.87

Table 4.3.6 indicates that at pretest level, there seems to be no difference in the literacy scores of the three groups of fishermen with different fishing equipment. However, at post literacy those with traditional equipment had the highest mean score of 27.81 with a gain score of 7.81 followed by those with semi-modern technique of canoe with paddle stick with mean score of 27.78 and a gain score of 5.64 while the fishermen who use boat with small fabricated engine had the lowest mean score of 24.73 with a marginal gain score of just 1.87.

In order to determine if the differences in mean scores are significant across the equipment used for fishing, ANCOVA method was employed to analyze data. The result of the analysis are presented in Table 4.3.7 below

**TABLE 4.3.7: PAIRWISE COMPARISM OF GROUP MEAN SCORES OF FISHERMEN BASED ON FISHING EQUIPMENT**

<b>Source</b>	<b>ss</b>	<b>df</b>	<b>ms</b>	<b>f</b>
Main effect	225.32	4	56.33	4.15
Fishing equipment Technique	107.49	2	53.75	3.96*
Error	2130.49	157	13.57	
<b>Total</b>	<b>2280.15</b>	<b>163</b>		

F 0.05; df = 2/156; F critical = 3.06

It is evident from the data in table 4.3.7 that the value of F-calculated (3.96) is significant because it is greater than the value of F critical (3.07) given 2 and 157 degree of freedom at 0.05 alpha levels. This means that there exists a significant difference in post treatment literacy score of fishermen due to fishing equipment technique.

Based on the significant F- value obtained, further analysis of data was done using Fisher's least square method to determine which group differs from the other and the trend of the difference. The pair-wise comparison of groups resulted in t-value presented in table 4.3.8 below.

**TABLE 4.3.8: POST HOC ANALYSES OF THE DIFFERENCES IN POST TEST LITERACY SCORES OF FISHERMEN OWING TO FISHING TECHNIQUES EMPLOYED**

Fishing techniques Equipment	Basket Net/ Hook n = 51	Canoe Paddle stick n= 89	Boat with small engine n = 20
Basket/ Net/ Hook n =51	27.81a	0.05	3.18*
Canoe with Paddle stick n = 89	0.03	27.78	3.35*
Boat with small engine n =20	3.08	3.05	24.73

- Significant at 0.05; 2 and 157; f critical = 3.06

a = Group means are in the diagonal; mean differences are below the diagonal, while calculated t- value are above the diagonal.

Table 4.3.8 shows that fishermen with traditional (Basket/ Net/ Hook), did not significantly differ in their literacy manifestation

than those who used semi-modern (Canoe with paddle stick), ( $t = 0.02$ ;  $df = 138$ ; Critical  $t = 1.98$ ;  $p > 0.05$ ).

Similarly, fishermen who used traditional technique differ significantly in their scores than those using technique of boat with small engine ( $t = 3.18$ ;  $df = 107$ ; critical  $t = 2.00$   $p > 0.05$ ).

On the other hand, fishermen who used the semi-molder technique of canoe with paddle stick differ significantly in their literacy scores as compared to those fishermen using modern technique of boat with small engine ( $t = 3.05$ ;  $df = 107$ ; critical  $t = 2.00$ ;  $p > 0.05$ ).

Looking at the result, it is observed that the fishermen were classified into three social groups: namely high, middle and low and the result are seen in tables 4.3.1 - 4.3.8 in chapter 4. The experiment also considers some social-economic variable of the migrant fishermen. Such as income, fishing techniques and housing types. This is in agreement with the review of some social-economic status, variables and measures by Higgs (2002:27). This review justifies the effect of the treatment on the socio-economic life of the migrant fishermen.

During the course of the experimentation it was observed that those with high and middle income were able to quickly provide practical materials for study unlike the low income class but those with low

income were eager to learn to try and bridge the literacy gap and to probably improve on their income.

This is in agreement with the expectance valency theory by Ruberson (1977) and Vroom (1964). The fishermen were motivated to participate because they believed it would improve their income, housing types and socio-economic life. On the other hand the housing types had no effect on the treatment of the fishermen. This result is so probably because where they were living did not matter to the fishermen. It was traditionally acceptable but they considered a better future, which motivated their interest in the literacy intervention and to the effect of the third placement, which is fishing equipment and techniques.

There was a significant difference in the post treatment literacy scores of the fishermen due to fishing equipment techniques. This result is apparently so because those with the traditional fishing equipment who scored highest (Basket, net and hook) were very comfortable with it followed by those with the semi-modern techniques/equipment (canoe with paddle stick) than the boats with small engine.

Another reason could be that the fishermen are not very good at accepting changes. Studies carried out by George and Domi (2002:8)



suggest that the fishermen have low literacy because of community values. These values discourage innovative ideas. Hence the hypothesis rejected.

#### **4.4 HYPOTHESIS THREE**

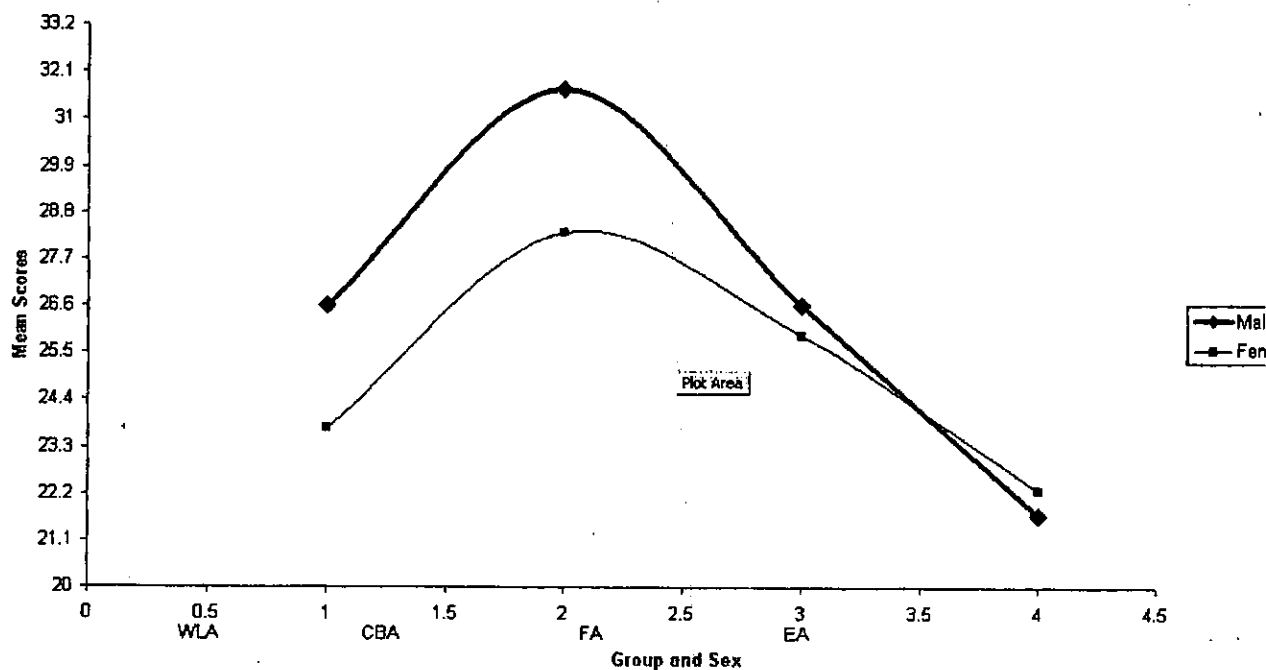
The hypothesis states that there is no significant gender difference in the post literacy scores of fishermen treatment and control groups.

The summary results for hypothesis three are presented in Tables 4.4.1 and 4.4.2.

Table 4.4.1 presents the descriptive data for the mean score of pre and post literacy scores by groups and sex. Table 4.4.2 presents the simple analysis of covariance [ANCOVA].

**TABLE 4.4.1: MEAN SCORES OF THE POST-TEST LITERACY  
OF THE EXPERIMENTAL. GROUPS AND SEX**

Exp.	N	Sex	Post-Test lit Score		Post-Test lit Score	
			X	SD	X	SD
<b>WLA</b>	26	M	23.31	9.14	29.89	11.134
	14	F	22.86	8.37	24.64	7.75
<b>CBA</b>	22	M	27.86	10.28	35.50	12.83
	18	F	27.92	8.43	28.70	9.06
<b>FA</b>	20	M	25.04	9.61	28.15	10.56
	20	F	24.89	9.07	26.91	10.03
<b>EA (CONT)</b>	19	M	20.53	5.39	22.86	4.43
	21	F	21.29	5.84	23.29	5.36
<b>TOTAL</b>	<b>87</b>	<b>M</b>	<b>25.43</b>	<b>7.26</b>	<b>29.31</b>	<b>11.34</b>
	<b>73</b>	<b>F</b>	<b>24.88</b>	<b>8.95</b>	<b>25.87</b>	<b>7.98</b>



*Figure 1: Interaction level between mean score, group and sex.*

#### **Scale 1:1**

#### **Source: field work 2006**

The graph shows that the mean score of 24.4 for both male and female was achieved using Eclectic Approach at 3.5. This indicates the interaction level between the mean score and other approaches. Further analysis of data was adopted using ANCOVA techniques. The results are shown in table 4.4.2 below.

**TABLE 4.4.2: ANCOVA COMPARING SEX AND EXPERIMENTAL CONDITIONS OF FISHERMEN IN LITERACY SCORES**

<b>Scores</b>	<b>SS</b>	<b>DF</b>	<b>MS</b>	<b>F</b>
Main effect	377.16	6	62.86	9.81
Conditions	79.86	3	26.62	4.16
Sex	76.43	1	76.43	11.92*
Experimental	159.64	3	53.21	8.30*
Conditions/Sex				
<b>Error</b>	974.32	152	6.41	
<b>TOTAL</b>	<b>1666.41</b>	<b>159</b>		

$$P > 0.05, df = 1/154 = 3.92 \quad p > 0.05 \quad df = 3/154 = 2.68$$

Results obtained from table 4.4.2 above clearly indicates that the calculated F-value of 9.81, 4.16 and 11.91 and 8.30 are greater than the critical F-ratio of 3.92 with the degree of freedom of 1 and 154; and the critical F-ratio of 2.68 with degree of freedom of 3 and 154 at 0.05 level of significance. This implies that there exists significant difference in post-treatment literacy scores of fishermen due to gender difference.

Based on these findings, the major conclusions were:

1. There was a significant gender difference in the post-test literacy scores of fishermen in the experimental groups.

2. The male and female groups in CBA treatment group performed significantly better than those in FA and WLA groups.
3. However, in the EA (control group), the female mean scores of 23.29 is higher than that of male score of 22.8

Further findings from this study show that significant gender difference exists in the post test scores of fishermen in treatment and control groups. The male and female groups in the Competency-Based treatment group performed significantly better than those in the Frierean and Whole -Language groups.

To determine the point of interaction or the interaction levels of the fishermen and the mean score a graph was used, it was interesting to note that, the interaction level was observed in the control group. That indicated the interaction between the mean score and other approaches.

The result findings imply that gender does not affect the use of the literacy approaches. Again the result also implies that the observed significant gender difference was perhaps as a result of difference in capabilities. These findings imply that the approaches can be used for the fishermen without fear of gender sensitivity. To support this

fact that gender is found not significantly related to the fishermen in this study Johnson et al (1974:27) found out that sex difference in literacy depends primarily on the social demands and cultural expectations of the learners and the general community. To confirm the influence of cultural difference in literacy achievement between sexes, Johnson (1974:31) carried out tests in the United States of America, England and Nigeria. This has further been confirmed by other studies like that of bloom et.al (1976:94).

On the other hand Adelodun (1989:67) has been able to find that sex difference in literacy has no negative significance among learners taught with a method devised by her as the Verbal Symbolizing Technique (VST). With the above finding in agreement with the study, it could be encouraged that the approaches be used for both males and females.

#### **4.5 HYPOTHESIS FOUR**

The fourth hypothesis states that there is no significant difference in the pre and post literacy scores of migrant fishermen owing to their ages.

The results pertaining to hypothesis 4 are presented in Tables 4.5.1, 4.5.2 and 4.5.3. Tables 4.5.1 shows the descriptive data of the pre and post-test literacy scores of the fishermen owing to ages while Table 4.5.2 presents the Analysis of variance [ANOVA] data. Table 4.5.3 presents the pair-wise comparism data.

**TABLE 4.5.1: MEAN SCORES OF THE POST-TEST LITERACY OF MIGRANT FISHERMEN OWING TO AGES.**

AGE GRADES	N	Pre-test Score		Post test Score	
		X	SD	X	SD
<b>20-29</b>	51	26.38	6.78	31.56	8.73
<b>30-39</b>	78	26.08	8.13	28.29	9.04
<b>40 YEARS AND ABOVE</b>	31	25.99	7.54	28.14	8.54

Table 4.5.1 reveals that the mean score of the migrant fishermen at the pre-test did not show much difference with regards to their age bracket. Those between the ages of 20-29 had the highest mean score of 26.38, followed by 26.08 for those in the ages of 30-39, while those who are 40 years and above have lowest mean score of

25.99. At the post test table reveals that migrant fishermen, whose ages ranged between 20 and 29 years had the highest mean scores of 31.56 followed by those in the age bracket of 30 and 39 years with mean scores of 28.29 while those who are 40 years and above had the least mean scores of 28.14. To determine whether the differences in mean scores are significant across the whole age groups, one-way analysis of variance (ANOVA) was carried out. The result of the analysis is as presented in table 4.5.2 below. Post-test literacy scores were entered as dependent variables while the ages of migrant fishermen were entered as independent variables.



**TABLE 4.5.2: SHOWS THE ANALYSIS OF AGE ON LITERACY  
LEVEL OF MIGRANT FISHERMEN.**

Source	SS	DF	MS	F
Between Group	33.17	2	16.59	3.22*
Within Group	809.36	157	5.16	
<b>TOTAL</b>	<b>842.534</b>	<b>159</b>		

$$P > 0.05, df = 2/157 = 3.07$$

Table 4.5.2 shows that the value of F-calculated of 3.22 is greater than the value of F-critical 3.07 given 2 and 157 degrees of freedom at 0.05 level of significance.

This means that there exists a significant difference in post-treatment literacy scores of fishermen due to ages of migrant fishermen.

To determine where the significant differences lie, post hoc analysis was conducted using protected t-test method. The results of the analysis are as presented in table 4.5.3 below.

**TABLE 4.5.3: PAIR WISE COMPARISON OF DIFFERENCE IN POST LITERACY SCORES OWING TO AGES OF MIGRANT FISHERMEN.**

Age Grades	N	20 - 29	30 - 39	40 and above
20 - 29	51	31.56	7.98*	6.58*
30 - 39	78	3.27	28.29	0.31
40 and above	31	3.42	0.15	28.14

t-critical value = 1.96

\* Significant at 0.05; df = 2/157; f-critical = 3.07

a = Group means are in the diagonal mean differences are below the diagonal while the protected t are above the diagonal.

Table 4.5.3, Shows that fishermen who were subjected to age range of 20-29 significantly differ in their literacy than those in age of 30-39 ( $t = 7.98$ ;  $df = 127$ ; critical  $t = 1.98$ ;  $p > 0.05$ ).

Similarly, fishermen within the age range of 20-29 significantly differ in their post literacy scores than those in age range of 40 and above ( $t = .031$ ;  $df = 107$ ; critical  $t = 2.00$ ;  $p > 0.05$ ).

The result shows that the mean scores of the fishermen at the pre-test did not show much difference, however, after the treatment, there was a significant difference in the literacy manifestation of fishermen whose age ranged between 20- 29 followed by those age

range from 30-39 then, those of them from 40- above. It could be as a result that they are younger or are motivated that it would improve their income and social life. Instead of the type of education that would not be of benefit to them. A most recent research by Maddox (2007:15), fishermen of the age bracket of 20- 40 years got involved in literacy programme in Bangladesh to help them in the management of market related fishing activities, thus supporting the fact that the fishermen's involvement is income related. The performance of the fishermen in the treatment classes across all age underlines the claim by many scholars like Okedara (1981:43) and Rogers (1987:82) that age is no barrier to learning and performance as the fishermen all showed improvement in the literacy intervention.

#### **4.6 HYPOTHESIS FIVE**

This hypothesis states that there are no significant difference post literacy scores of married and single migrant fishermen. To test this hypothesis, independent t-test Statistical method was used. The result of the analysis is as shown in table 4.6.1 below.

**TABLE 4.6.1: T-TEST COMPARISON OF POST LITERACY  
SCORE OF MIGRANT FISHERMEN DUE TO MARITAL STATUS.**

Marital Status	N	X	SD	DF	Tcal	tcrit
Married	102	25.19	9.70			
				158	2.49	1.96
Single	58	29.37	10.46			

$P < 0.05$

Table 4.6.1, shows that the value of t calculated  $X^2$  value 2.49 is greater than the critical t-value 1.96 given 158 degree of freedom at 0.05 level of significance.

The result shown on table 4.6.1 above indicates that more married fishermen were involved in the literacy intervention. What is observed according to Schacter (1959:28) is the inability of individuals to embark on "second chance" in their educational endeavours as married couples. A very important element in creating awareness is to give the fishermen an option to a better socio-economic life away from their traditional fishing activities. This, Nadal (1991:64) states is generally described as motivation and

it can be looked at in several ways. As far as using literacy approaches to create a better socio-economic life for the fishermen is concerned, motivation is very important for the instructor as well as for the married and single fishermen.

Consequently, the hypothesis was rejected and this means that the acquisition of knowledge through the approaches cut across marital status. It could also mean that because of the economic implications the married fishermen are more committed than the single fishermen

#### **4.7 HYPOTHESIS SIX**

This hypothesis states that there is no significant relationship between migrant fishermen's perception of instructors and their acquisition of literacy programme. Chi-square method was employed to analyze data. The result of the analysis is as shown in table 4.7.1 below.

**TABLE 4.7.1: RELATIONSHIP BETWEEN PERCEPTION OF INSTRUCTORS AND ACQUISITION OF LITERACY BY MIGRANT FISHERMEN.**

Perception of Instructors	Literacy Acquisition Above Average	Average	Below Average	Total	X <sup>2</sup> Cal	X <sup>2</sup> Crit
Positive	29 (18.55)	16 (20.65)	11 (16.8)	56		
Neutral	21 (21.17)	37 (29.13)	21 (23.7)	79	26.73*	9.49
Negative	3 (8.28)	6 (9.22)	16 (7.5)	25		
<b>Total</b>	<b>53</b>	<b>59</b>	<b>48</b>	<b>160</b>		

Calculated = 26.73

Critical = 9.49

Degree of freedom = 4

Level of significance = 0.05

Table 4.7.1 shows that the calculated X<sup>2</sup> value 26.73 is greater than the critical X<sup>2</sup> value of 9.49 given the degree of freedom at 0.05 level of significant. This means that there exist significant differences in the post treatment literacy scores of fishermen due to perception of the instructor. Thus it was observed that the performance of the fishermen was based on their acceptability of the instructors. According to George and Domi (2002:47), the low rate of literacy among fishermen is as a result of their community values,

economic vulnerability and domestic responsibilities. This makes them biased and scared of innovations. This can be related to why their perception of the instructor could be a hindrance or success to their literacy acquisition. This result could also be according to Fatunla (1996:35) that educational opportunities has shown instructors providing poor quality literacy, literacy that is unresponsive to their culture and livelihood.

After the experiment it was clear that there was a significant difference as a result of the fishermen's perception of their instructors. This result could probably be because the instructors used the RET (Rational Emotional Therapy) by Ellias (1973:30) in order to break the bias of the fishermen. This made interaction easier after some weeks

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS, CONCLUSIONS, IMPLICATIONS, CONTRIBUTIONS, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND SUMMARY**

#### **5.0 INTRODUCTION**

This chapter is organized under the following subheadings: summary, implications, contributions, conclusions and recommendations for further studies.

#### **5.1 SUMMARY OF FINDINGS**

This study was carried out to determine the effect of literacy approaches on the socio-economic life of the migrant fishermen in Lagos State. The study also investigated whether the interaction of gender, age and marital status influence the literacy acquisition level of the fishermen. In addition, the relationship between the fishermen and their instructors was investigated.

Six hypotheses were stated, tested, analyzed and interpreted. On the basis of the reported hypotheses, the following summary of the findings were made:



### **HYPOTHESIS ONE**

1. Before exposure to the four experimental conditions, fishermen in each of these groups scored poorly in their literacy skills.
2. After treatment, fishermen in the control group did not record any significant improvement in literacy skills.
3. Those in Competency Based Approach and Frierean Approach recorded the greatest improvement in literacy among the fishermen.

However, no significant differences were observed among these three groups.

### **HYPOTESIS TWO**

Considering the variables used for the socio-economic status placement, the finding was that there is a significant improvement in terms of socio-economic status on post literacy scores of the fishermen.

### **HYPOTHESIS THREE**

1. There was a significant gender difference in the post-literacy scores of fishermen in the experimental groups.
2. The male and female groups in CBA treatment group performed significantly better than those in FA and WLA groups.

3. However, in the EA (control group), the female mean scores of 23.29 is higher than that of male score of 22.8.

#### **HYPOTHESIS FOUR**

1. The mean scores of the fishermen at the pre-test did not show much difference with regards to their age group.
2. However, after the treatment, there was a significant difference in the post literacy scores of the fishermen whose ages ranged between 20-29 and those of them that are above forty years of age.
3. There was no significant difference between the other two groups in post literacy scores.

#### **HYPOTHESIS FIVE**

There is a significant difference in the post-test literacy scores of migrant fishermen who are married and those who are single

#### **HYPOTHESIS SIX**

There is no significant relationship between migrant fishermen's perception of instructors and their acquisition of literacy programme.

1. There is a significant difference between the pre and post treatment literacy scores of fishermen treated with Whole-Language, Competency-Based, Freirean and Eclectic Approaches. Therefore, the first hypothesis and post literacy score of fishermen treated with

Whole language, Competency Based, Freirean and Eclectic Approaches was rejected.

2. There is a significant difference in terms of socio-economic status on the post literacy scores of the fishermen. The second hypothesis that there is no significant difference between the pre and post treatment literacy scores between fishermen from different socio-economic status was rejected.
3. There is a significant gender difference in the post-literacy scores of fishermen in the experimental groups. The third hypothesis that states that there is no significant gender difference in the pre and post literacy scores of fishermen treatment and control groups was rejected.
4. There is a significant difference between fishermen owing to their ages therefore; hypothesis four which states that there is no significant difference in the pre and post literacy scores of migrant fishermen owing to their ages was rejected.
5. There is a significant difference in the post- test scores of migrant fishermen who are married and those who are single. The fifth hypothesis that there is no significant difference in the pre and post literacy scores of married and single migrant fishermen was rejected.

6. There is no significant relationship between migrant fishermen's perception of instructors and their acquisition of literacy programme. Hypothesis Six that there is no significant relationship was accepted.

## 5.2 CONTRIBUTION TO KNOWLEDGE

The research has made the following contributions:

1. It will help the disadvantaged groups like the fishermen to be involved with literacy as variable school timing model will be adopted and this will reduce educational/occupation conflicts
2. A flexible formal literacy programme can be created for the fishermen as their adult literacy schools were accomplished and handed to the Commission for Adult and Non-formal education, Alausa. These schools were: -
  - Adult literacy school at Badagry (Iyafin Community)
  - Adult literacy school at Lekki (Ikate Community)
  - Adult literacy school at Amuwo-Odofin (Ibeshi Community)
  - Adult literacy school at Epe (Eredos Community)
3. The study improved on the gap found in literature review
  - (a) Literacy for adult fishing population
  - (b) Functional literacy instead of Basic or Traditional literacy.

- 3 The study concludes that the competency- based approach is the best literacy approach for the disadvantaged groups like the fishermen.
- 4 It will also be a pool for any research work on literacy approach and migrant fishermen.
- 5 The study concludes that the skill acquisition and programmes of social awareness are a very vital part of literacy especially for the fishermen.
- 6 The study contributes to the planning and organizing of functional literacy programmes by clearly identifying time preferred for classes and effective literacy approaches.

### **5.3 IMPLICATION OF THE FINDINGS FOR ADULT EDUCATION**

The findings in this study have some important implication on adult education and educators alike.

The main objective is to make known the different approaches for the benefit of adult learners and their instructors. It is also to evolve a meaningful and workable approach to providing literacy with a view to improving the socio-economic life of disadvantaged groups like fishermen. The Competency-Based Approach to literacy which was the most effective in the literacy intervention can be adopted by

adult educators and possibly improve its workability (such improvements may come through ratification of its short comings, after long observations and the use of cultural related in structural materials to reinforce its clarity).

Adult instructors, supervisors, educators, and organizers, should be made conversant with the Competency Based Approach and taught how to use it, so as to accelerate the reduction of illiteracy in Nigeria through the department. It is important that in-service trainings, workshops, conferences and seminars be organized for adult educators, supervisor's e. t. c. where they can share new ideas to improve their knowledge of literacy approaches.

#### **5.4 RECOMMENDATIONS**

The first major finding of the study was that competency based approach to literacy was the most effective in the literacy intervention. Therefore it is recommended that Competency Based-Approach should be adopted in Literacy programs to meet the need of adults' learners (fishermen).

Considering the variables used for the socio-economic status of the fishermen, the second finding revealed that there is a significant improvement in terms of socio-economic status of migrant

fishermen. The study therefore recommends that the government should encourage private and voluntary agencies to sponsor the fishermen financially and with equipment that will increase their fishing output.

The third major finding is that there are no significant differences owing to age and status of respondents therefore the study recommend that adequate publicity/campaign should be made especially on the value of being literate regardless of their age or status of participants.

Finally, the sixth finding states that there is no significant relationship between the respondents (fishermen) and their instructors. Therefore it is recommended that a comprehensive evening literacy programme can be structured by instructors who understand the culture and profession of the fishermen. Such instructors could be accepted by the respondents and would increase their participants of the programme. The following timing models are recommended.

(a) 11am-4pm for children

(b) 4pm-7pm for adults.

The Commission for Mass-literacy, Adult and Non-formal Education should create or provide functional literacy syllabus for fishermen and other such groups with programmes that can reduce their poverty in a short period. e.g.

3 months fish production programme

3 months fish processing programme

3 months boat making training

3 months net making programme.

The implementation of literacy programmes should be through the local villages or community elite thus making acceptability and participation of literacy programmes faster.



## 5.5 SUGGESTIONS FOR FURTHER RESEARCH

From the foregoing, the researcher's opinion is that the present study be replicated; using a larger sample and covering other approaches to literacy

Longitudinal study can be set up to ascertain the lasting effect of the competency-based approach on learners.

Other research areas can examine the literacy approaches as it affects other disadvantaged groups such as refugees, women, prisoners, widows, etc.

Future research should focus on the provision of literacy using the competency-based approach or any other approaches for the children of fishermen in Lagos.

In carrying out further studies on this topic, there should be comparism between degree of social and economic well being of fishermen in semi rural and rural Lagos.

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**SECTION A**

**DEPARTMENT OF ADULT EDUCATION  
UNIVERSITY OF LAGOS, LAGOS.**

**IDANWO FUN ALAKOBERE EKO  
ABGA NINU ENGLISH ATI YORUBA**

**WAKATI KAN**

**LEARNER'S PRE AND POST ACHIEVEMENT  
TEST IN ENGLISH AND YORUBA**

**ONE HOUR**



**SCHOOL OF POSTGRADUATE STUDIES  
UNIVERSITY OF LAGOS**

**INTERVIEW SCHEDULE  
THE BASIC LEARNER'S BIODATA SCHEDULE**

This schedule is designed to obtain some information from the participant in the functional literacy centers for migrant fishermen. on their personal characteristics, please complete every item as honestly as possible. Information given will be treated as confidential.

Please ( ) tick as applicable

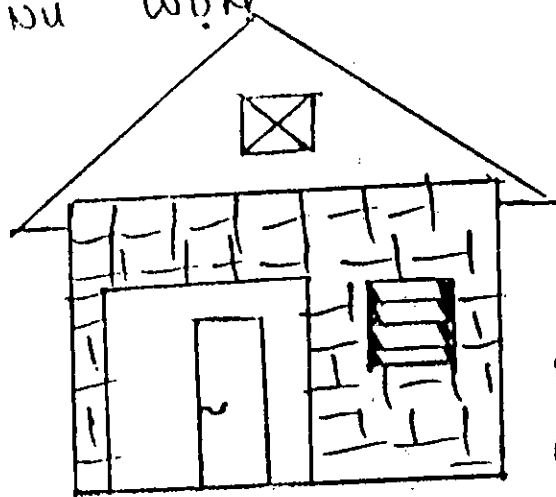
1. Centre: Badagry ( ) Epe ( ) Ibeju Lekki ( ) Amuwo Odofin ( )
2. Sex: Male ( ) Female ( )
3. Age: Under 25 years ( ) 26-35 years ( ) 36-45 years ( )  
above 45 years ( )
4. Marital Status: Single ( ) Married ( ) Widowed ( ) Separated ( )
5. Tribe: Egun ( ) Ijaw ( ) Egba ( ) Ilaje ( )  
Others please specify .....
6. Religion: Christianity ( ) Islam ( ) Others ( )
7. Educational Background
  - a. I did not attend any school ( )
  - b. I started primary school but did not complete it ( )
  - c. I attended school up to primary six ( )
  - d. Others ( please specify) .....
8. What else do you do apart from fishing.
  - (a) Farming ( ) (b) Trading ( ) (c) Artisan ( technician  
electrician, bricklaying, painting, etc) ( )
  - (d) Government employee ( )

IDENTIFY THESE LETTERS  
KINI AWON LETA WONI?



2. Fill in the missing letters  
 PARI AWON ELENI PELU LETA  
 TO SONU NINU WON

hou\_e



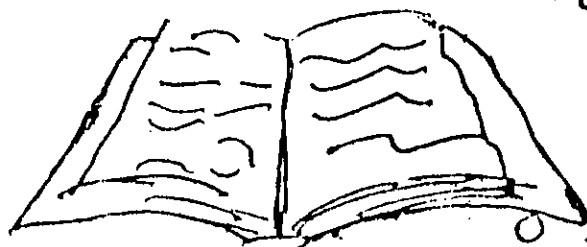
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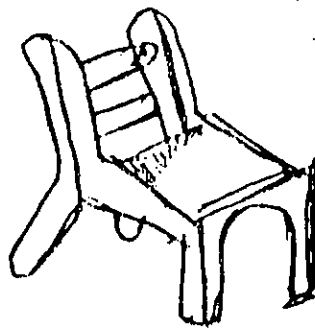
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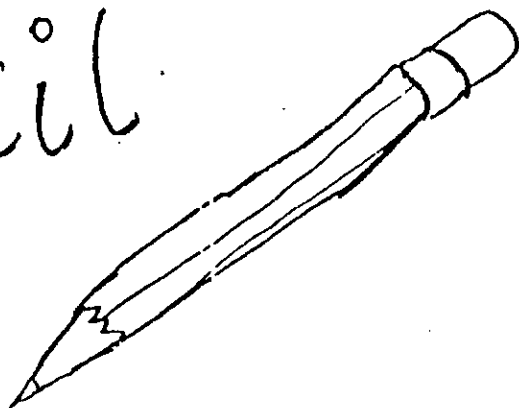
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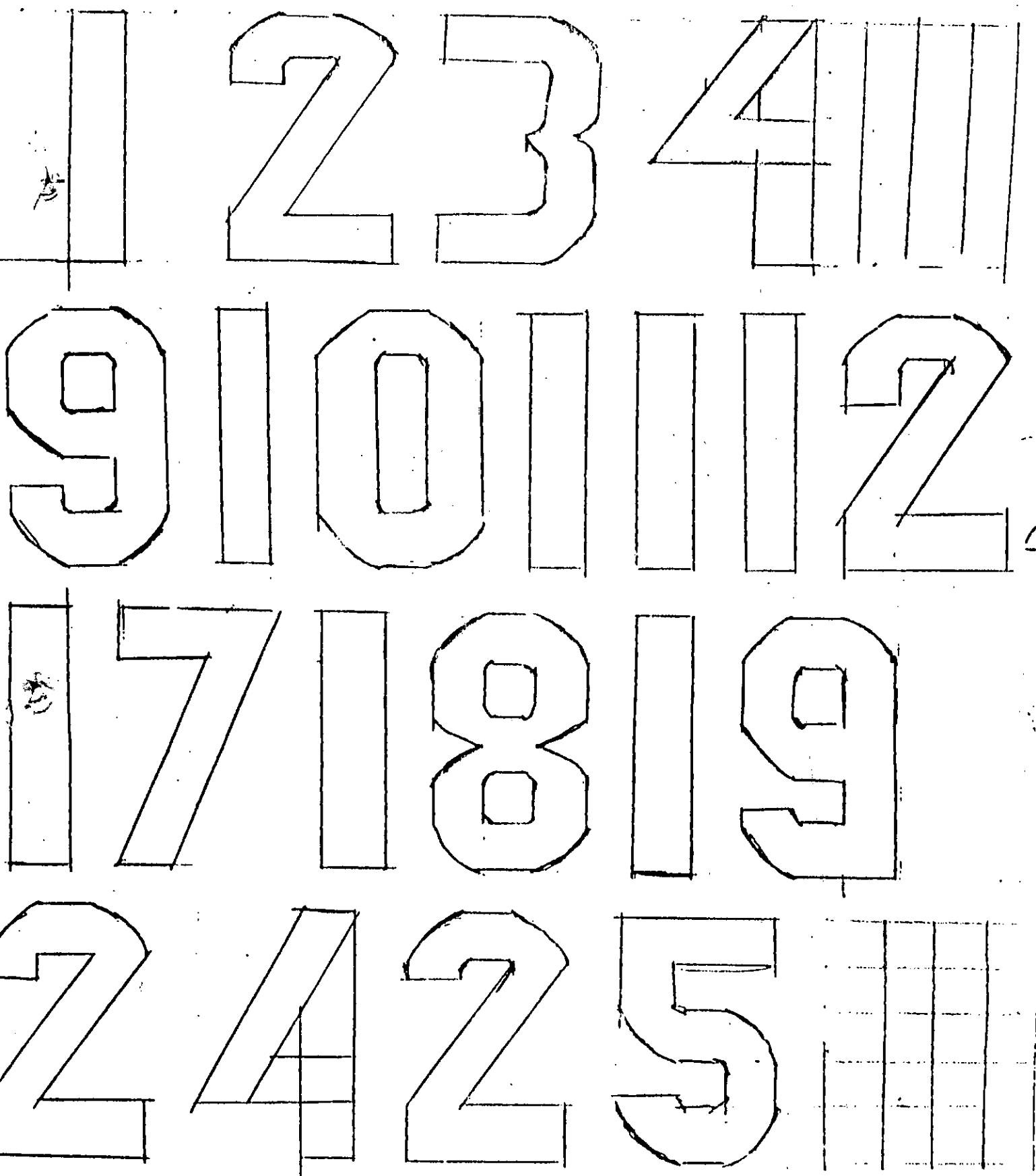


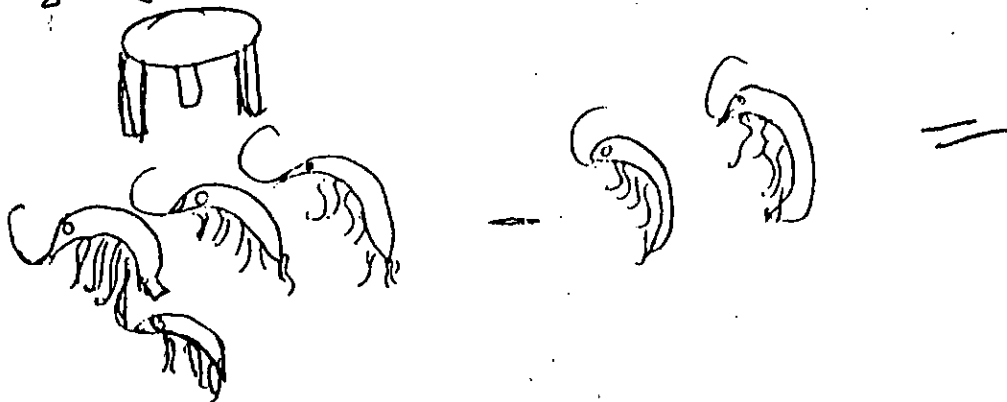
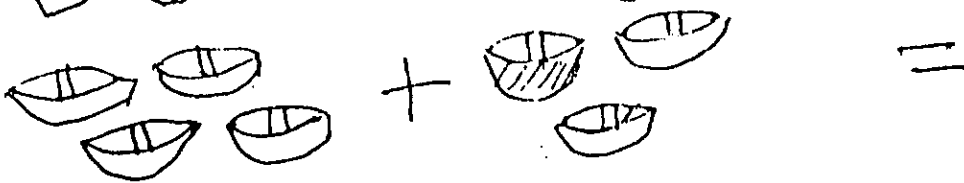
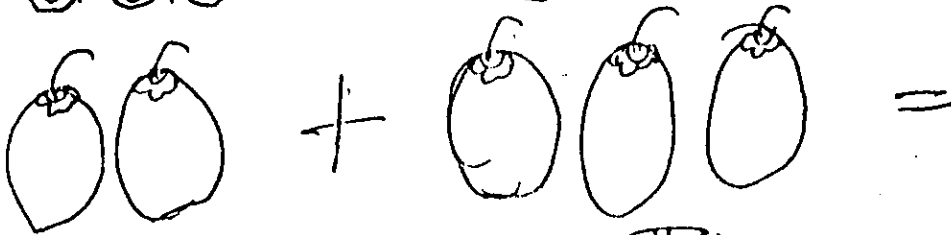
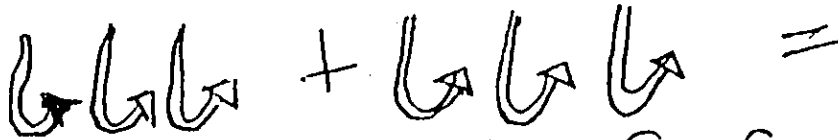
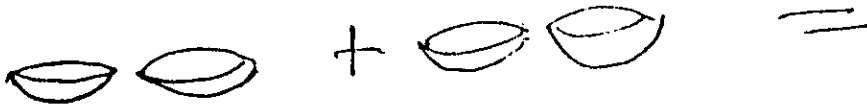
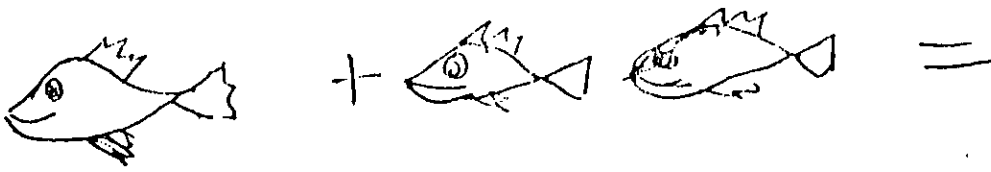
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## Reading the words

FISH

NET

HOOK

BOAT

WATER

SEA

SMOKE

FIRE

WOOD

SHRIMPS

POT

BASKET

# KA AWON ORO WON YI

EJA

ÁWỌN

ÍKÒ

ỌKỌ

OMI

ÒKUN

ÈÉFÍN

INÁ

IGI

EDÉ

ÍKÓKÓ

APÈRÈ

**LOOK AT THIS CARDS AND THE WORDS  
WRITTEN ON THEM CRITICALLY, AND  
TELL ME WHERE WE CAN FIND PEOPLE  
INVOLVED IN SUCH OCCUPATION**

**EXAMPLE: SOAPMAKER**

**BUTCHER**

**FARMER**

**DRIVER**

**DOCTOR**

**TRADER**



WO KÁÀDÌ YÌÌ PÈLÚ ỌRỌ TÍ A KỌ SÓRÍ  
RÈ DÁÁ DÁÁ, KÍ O SÌ SO FÚN MÌ IBÌ, TÍ A  
TÌ LÈ RÍ ENÌ TÓ NSE IRÚ IŞÉ BÈÈ

APEERE: OLOSE Ebu

ALÁPATÀ

ÀGBÈ

AWAKÒ

DÓKÍTÀ

ONÍŞÒWÒ

**MENTION THESE WORDS**

1. EYE
2. FATHER
3. CAP
4. HORSE
5. BELL
6. HEALING
7. CASSAVA

**PE ÀWON ỌRỌ WÒN KÍ**

1. OJÚ
2. Bàbá
3. FÌLÁ
4. ÈṢIN
5. Àago
6. ÌWÒSàn
7. Gbagúdá

## ESSAY QUESTION

### MYSELF

My name is \_\_\_\_\_, I am \_\_\_\_\_ years old. I am from \_\_\_\_\_ state. I speak \_\_\_\_\_ language. My profession is \_\_\_\_\_. I have \_\_\_\_\_ wife/wives and \_\_\_\_\_ children.

Àròkò Lórí Arami

Orúkò mi ni \_\_\_\_\_, mojé ọmọ ọdún \_\_\_\_\_ Ìlú mi ni \_\_\_\_\_ èdè \_\_\_\_\_ ni mọ́ńsọ. Isé tí mọ́n se ni \_\_\_\_\_ mońf iyàwó \_\_\_\_\_ àti ọmọ \_\_\_\_\_.

8

READ THE COMPREHENSION AND ANSWER THE  
FOLLOWING QUESTIONS.

(UNDERLINE THE ANSWER LIKE THIS \_\_\_\_\_)

THE NAME OF MY WIFE IS ARIKE. SHE HAD TWO  
CHILDREN FOR ME.

QUESTION:

1. What is my wife name?
  - a. Adeyemi
  - b. Abike
  - c. Arike
  - d. Adekemi
  
2. How many children does she have?
  - a. Six
  - b. Four
  - c. Two
  - d. One

26  
E KA ELÉYÌL KÌ E SÌ DÁHÙN ÌBÉRÈ TÓ TÈLEE. E FA  
ÌLÀ SÍDÌ ÌDÁHÙN BÀYÌL \_\_\_\_\_

ORÚKÒ ÌYÀWÓ MÍ NÍ ÀRÍKÉ Ó BÍ OMỌ MÉJÌ FÚN  
MÌ.

Ibèèrè:

1. Kíní Orúko Ìyàwó mí ?
  - a. Adéyemí
  - b. Abíké
  - c. Ariké
  - d. Adékémí
2. Omọ mèlò ní ọ bú ?
  - a. Omọ mǽfà
  - b. Omọ merin
  - c. Omọ méjì
  - d. Omọ kan

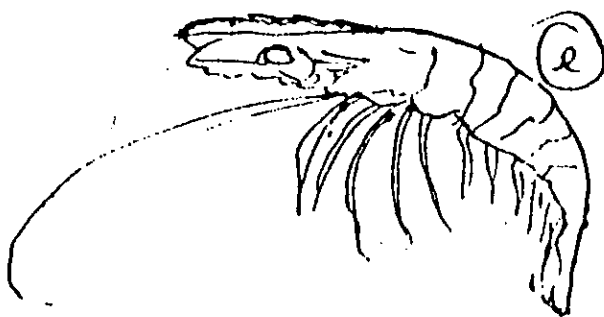
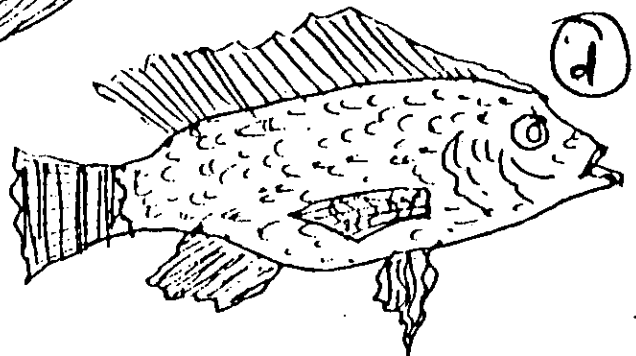
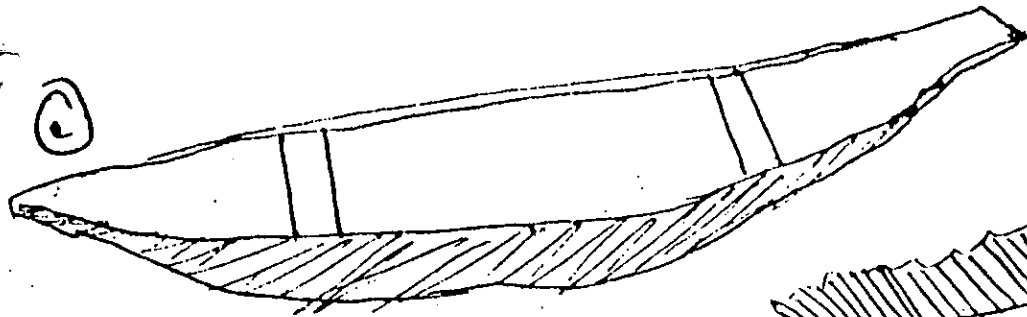
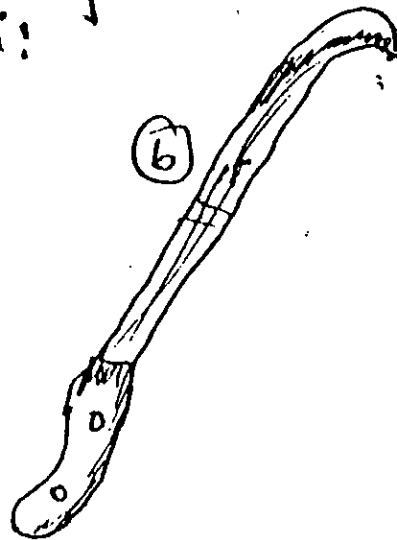
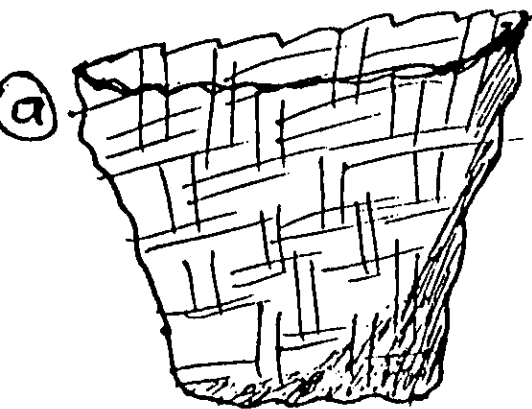
19

TEST FOR BEGINNERS OF ADULT  
EDUCATION AND LITERACY

---

IBANWO FUN ALAKOBERE EKO ACIBA IBANWO LORI IWE  
KIKI (Basic literacy class). Time: One hour.  
ASIKO: WAKATI: KAN.

Mention the following  
BARUKO Awon wonyi!



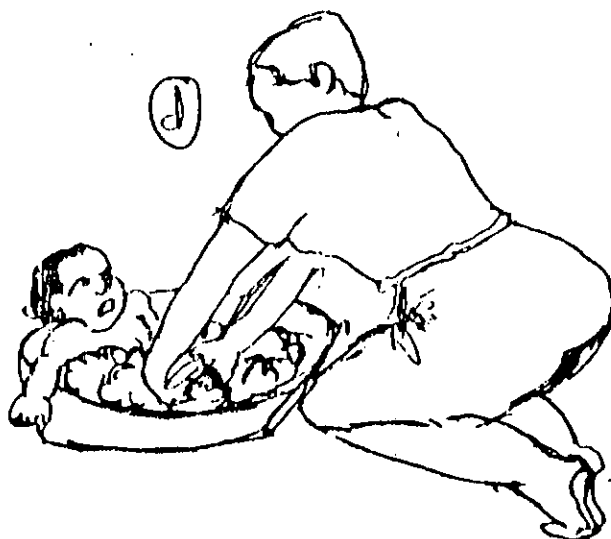
Write the names of the following diagram on page 22a

- 1a. \_\_\_\_\_
- 1b. \_\_\_\_\_
- 1c. \_\_\_\_\_
- 1d. \_\_\_\_\_
- 1e. \_\_\_\_\_

Ko orúko àwon àwònfán tí ó wà ní ojú èwé kíń

- 1a. \_\_\_\_\_
- 1b. \_\_\_\_\_
- 1c. \_\_\_\_\_
- 1d. \_\_\_\_\_
- 1e. \_\_\_\_\_

Reading Skills  
What are they doing  
KINNI won wse?





106

## WRITING SKILLS

- (a) The man is \_\_\_\_\_
- (b) The Woman is \_\_\_\_\_
- (c) What is this man's job \_\_\_\_\_
- (d) The woman is \_\_\_\_\_ the baby
- (e) He is \_\_\_\_\_ fish

- (a) Okùnrin náà n' \_\_\_\_\_
- (b) Obinrin náà n' \_\_\_\_\_
- (c) Kíni iṣe arákùnrin yí? \_\_\_\_\_
- (d) Obinrin náà n' \_\_\_\_\_ fun ọmọ
- (e) Arákùnrin náà n' \_\_\_\_\_

MAKE SENTENCE WITH THE FOLLOWING WORDS

FOR EXAMPLE: **ANIMAL** = THERE ARE MANY WILD ANIMALS IN THE FOREST

- (A) village
- (B) Water
- (C) Cutlass
- (D) Guineaworm
- (E) Masqucrade
- (F) Mosquito
- (G) Canoe
- (H) Head
- (I) Crab

Ẹ LO ÌWỌN ỌRỌ YÌ NÌ GBÓLÓHÙN.

ÀPẸẸẸ: **Eranko** = Eranko búburú pẹ́ nínú ighó

- (a) Abùlé
- (b) Omi
- (c) Adá
- (d) Sdbià
- (e) Eégún
- (f) Èfọn
- (g) Okò Ojómí
- (h) Orí
- (i) Ibà Pọ́njú

# Individual Score Sheet for pre and post Achievement Tests in English and Yoruba

Name: \_\_\_\_\_

Sex: \_\_\_\_\_

Total Score: \_\_\_\_\_

English/Yoruba: \_\_\_\_\_

1	a b c d e
2	a b c d e
3	a b c d e f g h i j k l o p
4	a b c d e
5	a b c d e

6	a b c d e f g
7	a b c d e f g h i j k l
8	a b c d e f g h i
9	a b

Adopted draft syllabus for a six-week experimental project in the use of literacy approaches for migrant fishermen in Lagos.

### **OBJECTIVE**

- a) To help the fishermen acquire literacy competence using different approaches
  - b) To develop the ability of the fishermen to react thoughtfully to the approaches and arrive at the best approach
  - c) To realize the effect of these approaches on the socio-economic life of the fishermen.
2. There will be two meeting per week, each lasting two hours
  3. detailed syllabus

**FIRST WEEK** – Pictorial reading about people and things within the immediate environment of the fishermen. (Simple words)

**SECOND WEEK** – identification and writing of alphabets

**THIRD WEEK** – identification of words and pictures and filling the missing letter in the words.

**FOURTH WEEK** – identification of numbered and simple computation

**FIFTH WEEK** – comprehension and essay writing and questions.

**SIXTH WEEK** – Revision and Evaluation

## SCHEME OF WORK BROKEN INTO EACH MEETING

### Activities:

**First week:** Pictorial Reading

**Text Book:**

**First Meeting:** Eko Kinni, Igbeso Kinni (1<sup>st</sup> Lesson, step 1)

**Topic:** Recognition and naming of members of the household, things and objects in the environment e.g. baba, Iya, Ija, Iko (Father, Mother, Fish, Hook)

**Objective:** Learners will be able to identify the picture of people and things and learn appropriately.

**Instructors Activities:** The instructors would lead learners to recognize each picture and its graphemes. The instructors would also use instructional aids to emphasis recognition and pronunciation. The instruction would work through exercise with learners.

**Learners Activities:** To recognize the pictures and pronounce their names. To follow instructors direction to answer questions.

**Teaching Aids:** primer, Chalkboard, letter and Word card

**First Week:** Pictorial Reading

**Text Book**

**Second Meeting:** Pictorial reading continued (1<sup>st</sup> Lesson, step 2)

**Topic:** Recognition and naming picture showing different greeting and dressing e.g. Good Morning, Good After, Good Evening etc. Iro & Buba, Agada, etc.

**Objective:** Learners will be able to recognize and name picture showing different greetings and dressing in their community.

**Instructors Activities:** The instructors briefly revises the previous lesson and the exercise. The instructor leads learners to recognize the new picture. The instructor leads learners to answer questions on the exercise. The instructor helps out where they can't give the correct response.

**Learners Activities:** To recognise and pronounce and name all printed symbols. To identify words and picture from flash cards.

**Teaching Aids:** Primer, Chalkboard, Flash cards Word cards

## SECOND WEEK:

**First meeting:** identification and writing of alphabets. (Lesson 2 step1)

**Text Book:**

**Topic:** Recognizing pronouncing letters A-Z e.g. A, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

**Objectives:** Learners will be able to identify the alphabets as shown on the flash cards.

**Instructors Activities:** The instructor will revise the previous lessons by asking the learners to recognize each and pronounce their names. The instructor then leads the learners to recognize the alphabets as written in smaller capital letters, in their primer and on the chalkboard. The instructor also

**Learners Activities:** To recognise and pronounce the previous picture. To follow the instructor to recognize the new picture and their pronunciation.

**Teaching Aids:** Chalkboard, Primer, and Letter Cards

## Second Week

**Second Meeting:** Identification, pronunciation and writing of alphabet continued (Lesson 2 Step 2)

**Textbook:**

**Topic:** Writing of alphabets in small and capital letter

**Objectives:** The learners will be able to write the alphabets as written on the chalkboard and in their primer e.g. Aa, Bb, Cc, Dd, etc.

**Instructors activities:** The instructor briefly revise the previous lesson and the exercises. Then the instructor leads learners to recognize the new letters and help them write it down.

**Learners Activities:** To recognise, pronounce and write down the alphabets.

**Teaching Aids:** The chalkboard, Primer and Flash cards

### **THIRD WEEK**

**First Meeting:** Identification of word and pictures (Lesson 3 Step 1)

**Textbook:**

**Topic:** Filling the missing letters in the words

**Objectives:** Learners will be able to identify words with pictures. They will so try to fill in the missing letters in some words.

**Instructors activities:** The instructor revise briefly the past lesson. Then leads the learners to recognize new words and their picture. The instructor also allows the learners to fill in the missing letters in the words written on the chalkboard.

**Learners Activities:** The learners recognize the idea as, words and picture associated with previous lessons. Reads out some of the past lessons. The Learners recognizes new words, pictures and letters. The learners also fill in the missing letters from the words on the chalkboard.

**Teaching Aids:** The chalkboard, Primer and Flash cards

**Second Meeting:** Identification of word and pictures continued (Lesson 3 Step 2)

**Textbook:**

**Topic:** Matching picture to words

**Objectives:** Learners will be able to identify picture and words that describe each picture identified then the learners will match the words to the picture.

**Instructors activities:** The instructor reviews briefly the previous lesson. Then leads the learners to recognize picture and words matching the picture to the right word.

**Learners Activities:** The learners recognize and read the word and pictures. They follow the instructors reading by pronouncing after him. Then they try to match the picture with the right word.

**Teaching Aids:** The chalkboard, Primer, Flash cards, Charts and picture.

#### **FOURTH WEEK**

**First Meeting: Lesson 4 Step 1**

**Textbook:**

**Topic:** Identification of numbers

**Objectives:** The learners will be able to identify the numbers 1-100. The learners will also count the numbers 1-100

**Instructors activities:** The instructors revises the previous lesson to refresh learner's memory. The instructor then leads them to count the numbers 1-100. The instructor also allows the learners identify the numbers 1-100 on their own. The instructor writes some numbers on the board and asks the learners to identify them.

**Learners Activities:** The learners follow instructors to recognize and read previous lesson. They then listen for the new lesson. They count after the instructors as he counts 1-100. They also try to identify the numbers on their own.

**Teaching Aids:** The chalkboard, Primer, Word and Numbers cards.

**Second Meeting: Lesson 4 Step 2**

**Textbook:**

**Topic:** Writing of numbers and simple computation.

**Objectives:** Learners will be able to recognize the number 1-100 taught in their previous class. Then they will try writing the numbers 1-20 at least. They will also try simple computation eg.  $2+2=4$ ,  $5+2=7$



**Textbook:**

**Topic:** Essay writing

**Objectives:** The learners will write a short essay about anything eg. Myself, My Family etc.

**Instructors activities:** The instructor reviews the last lesson to refresh their memory. Then leads the learners to the new topic, which is essay writing. The instructor start by writing one as an example for the learners to follow.

**Learners Activities:** The learners will follow the instructor to recognize and read previous lesson. The learners will listen to the new lesson and try to write an essay on themselves or their families.

**Teaching Aids:** Chalkboard, Primer,

## **SIXTH WEEK**

**First Meeting:** Revision of past lesson

**Textbook:**

**Topic:** Reading of words and short passages through pictures.

**Objectives:** Learners will be able to recall past learning. They will be able to recognize and pronounce the words, Alphabets and Sentences they come across.

**Instructors activities:** The instructors will lead learners to go over past lessons especially the last one. The instructor will call on individuals to read to the class while, others listen to the essay or comprehension read. The instructor tells the learners to practice more at home.

**Learners Activities:** The learners recognize and read more of the past lessons. The learner would read individually their essay and comprehension passages. They will also identify words with picture

**Teaching Aids:** Chalkboard, Primer, word and letter cards.

**Second Meeting:** Lesson 6. Step 2

**Textbook:**

**Topic:** Revision on counting and writing of numbers, simple computation.

**Objectives:** Learners will be able to count taught numbers 1-100 as was taught by the instructor. They also will be able to write no 1-50. They will also compute with out trouble numbers such as  $5+5$ ,  $2+2$ ,  $9+2=$

**Instructors activities:** The instructor will lead the learners to count some numbers in the past lesson. The instructor will also help the learners with difficult areas. The instructor will also entertain questions on areas of difficulty. The instructor will also call the learners individually to count to the class. The learners will be asked to compute silently on their own while the instructor correct learners mistakes as they occur.

**Learners Activities:** The learners will discuss with the instructor on any item- counting, writing, computation, reading, identifying words and pictures. That was difficult.

**Teaching Aids:** Chalkboard, Primer, word, letter and number cards.

**Note:** At the sixth week the first and the second meeting, the post test will be administered.

Secondly, this scheme should be followed using the specific approaches of teaching, under investigation

## Appendix 5

### Department of Adult Education University of Lagos

#### Model lesson note for instructors in different approaches to literacy

**Class:** Beginners Class (Approach: Whole Language Approach)

**Date:**

**Instructor:**

**Topic:** Recognition and naming of members of the household as well as things around

**Time:** 2hours

**Instructional Material:** Wall pictures, Letters and Word Cards, Primmer.

**Class:** Beginners Class (Approach: Freirean Approach)

**Date:**

**Instructor:**

**Topic:** Recognition and naming picture showing different greeting and dressing

**Time:** 2 hours

**Specific Objective:** learners will be able to recognize specific greeting and dressing

**Teaching Aids:** Primer, Wall pictures, Charts etc.

**Procedure:**

**Step one:** Instructor shows picture of people greeting others in the morning, afternoon and Night. E.g. Good Morning, Good Afternoon etc.

**Step two:** Learners pronounce the greeting after the instructor as they recognize the picture showing each greeting.

**Step three:** The instructor then show them picture of peoples dressing showing the different dressing

**Step four:** The instructor then takes the pictures one after the other and write the names of the dressing on the chalkboard

**Step five:** the instructor separates each letters making up the names of things and people. E.g. Baba – B+a+b+a = Baba  
Iro – I + r + o = Iro etc.

**Step six:** Learners try to identify the letters in turn and work through them by blending.

**Step seven:** the instructor asks learners to go over the lesson at home. Each lesson follows this pattern

### **LESSON PLAN THREE**

**Department of Adult Education University of Lagos.**

## Model note for instructional different approaches to Literacy

**Class:** Beginners Class (Approach: Competency – based Approach)

**Date:**

**Instructor:**

**Topic:** Innumeracy and simple calculation

**Time:** 2 hours

**Instructional material:** Wall pictures, Primer, Charts and Chalkboard.

**Specific Objectives:** Learners will be able to recognize some numbers and do some simple computation.

### Procedure:

**Step One:** Instructor shows the learners some figures for identification, e.g. 1,2,3,4,5,6,7,8,9,10, etc. The instructors pronounces them and asks the learners to repeat after him.

**Step Two:** Learners pronounce the numbers as they recognize them.

**Step Three:** The instructor shows the learners some picture related to their occupation and ask them some simple computation

E.g. (a)

Eja meloo lo le ri ninu aworan oke yii?

Eja \_\_\_\_\_  
(How many fishes did you see?)

(b)

How many snails can you see?

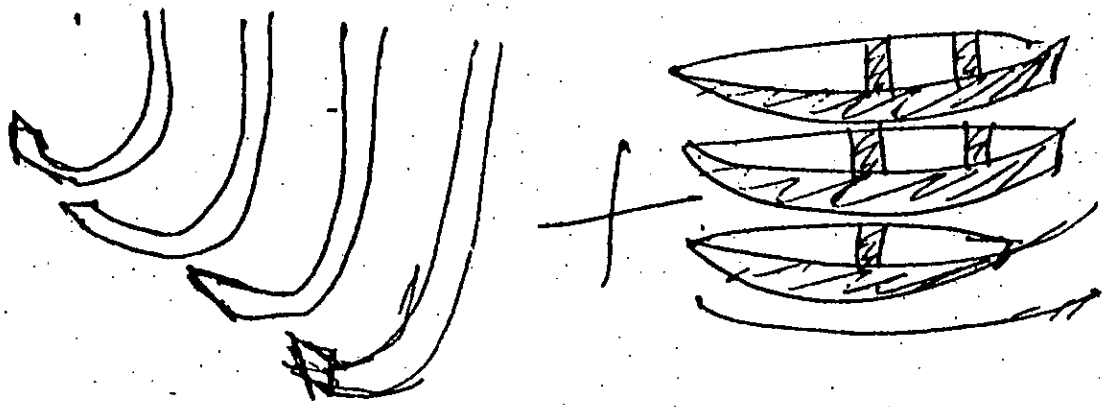
There is \_\_\_\_\_ Snail

**Step Four:** The learners will try to answer the question and the instructor will help where they face difficulty.

**Step Five:** The instructor gives the learners the following take home computation.

What will 4 hooks plus 3 boats give.

What will 4 hooks plus 3 boat g.



Lesson plan 4.

Approach — Eclectic Approach.

\* This is the combination of the other three approaches.

## SECTION B: FISH PRODUCTION, SOCIAL & ECONOMIC SCHEDULE

### I. FISH PRODUCTION SCHEDULE

This schedule is designed to obtain some information from the participants on their social and economic status in the fish production.

*Please indicate by ticking from the options provided in the box.*

**Note:**            Frequently            (4)  
                    Occasionally        (3)  
                    Seldom                    (2)  
                    Never                        (1)

	4	3	2	1
1. I adopt various fishing techniques to enable me catch more fish.				
2. The only technique of fishing I use is the best as I have mastered it from childhood.				
3. My being literate will help me provide more of fish.				
4. New fishing techniques will increase my income.				
5. Literacy programme is a waste of time when it comes to fish production.				
6. The old fishing methods are energy sapping and has low output.				
7. With literacy programme, reduction of spoilage is easy and possible.				
8. With literacy, I can effectively preserve my unsold stock of fish.				
9. Fish production is better performed as a daily activity				
10. Fish production is a highly profitable venture.				

## ECONOMIC STATUS AND SOCIAL STATUS

Please indicate by ticking from the option provided in the box.

**Note:** Strongly agree (4)  
 Agree (3)  
 Disagree (2)  
 Strongly disagree (1)

	4	3	2	1
1. The introduction of literacy will improve my Income level				
2. The programmes will help me improve on my educational level.				
3. The knowledge of literacy method will help me provide adequately for my family.				
4. With new income level I will be able acquire more fishing boats.				
5. The literacy methods has given me self confidence when relating with my family & friends.				
6. The acquisition of new techniques has given me the opportunity to compete more in the fish market/community.				
7. With the acquisition of new fishing techniques, I could aspire to live in a better housing type.				
8. Fishing with canoe and paddle stick to a large extent is very difficult.				
9. The introduction of the boat with small engine will really improve the quantity of fish & my economic status.				

## SECTION C

LEARNERS PERCEPTION ON INSTRUCTIONS \ INSTRUCTORS  
PERFORMANCE SCHEDULE

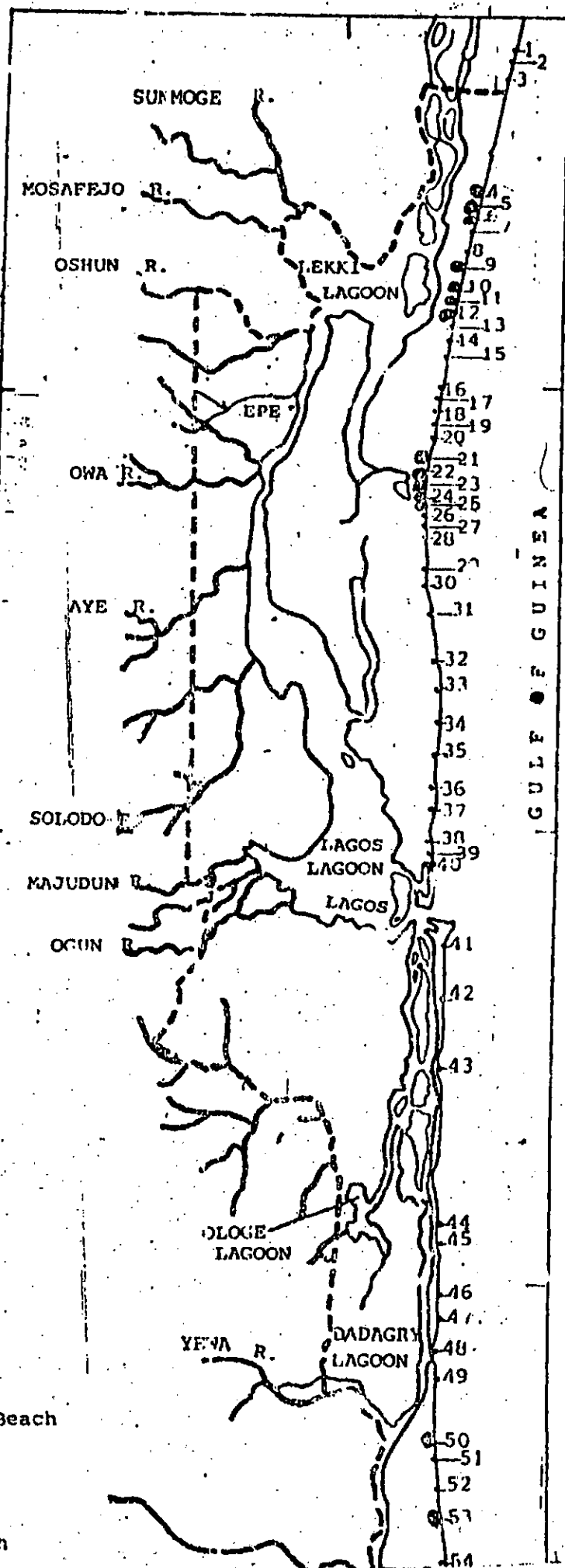
This schedule is to access the relationship between the instructors and the participants. It would also access the programme in general considering the problems encountered. please indicate by ticking from the option provided in the box.

Note      very well      (4)  
              Fairly well      (3)  
              Poorly      (2)  
              Not at all      (1)

		4	3	2	1
1.	How was the relationship with your Facilitators?				
2.	How do you rate the organizational arrangements for the programme?				
3.	How well has the programme meet your writing needs?				
4.	How well has the programme meet your reading needs?				
5.	How well has the programme meet your numeracy needs?				
6.	How well has the fish product classes meet your individual needs?				
7.	How well can you now preserve and store your fish?				
8.	How well do you rate the attendance of the programme				
9.	How well would you rate the acceptance of the new method				
10.	How well did the time for the programme suit your need				



- 1—Issekun
- 2—Agerige
- 3—Ode-Omi
- 4—Akodo
- 5—Eni
- 6—Uruir
- 7—Lepia
- 8—Oritamun
- 9—Apakin
- 10—Igbekodu
- 11—EKKI
- 12—Osoboko
- 13—Orishirigan
- 14—Okunayo
- 15—Idotun
- 16—Idaso
- 17—Ilege
- 18—Aogun
- 19—Aogun
- 20—Akodowaya
- 21—Arimegar
- 22—Magbon-Alada
- 23—Aogun
- 24—Aogun
- 25—Idado
- 26—Aogun
- 27—Aogun
- 28—Solu-Nia
- 29—Solu-Nia
- 30—Iwesolu
- 31—Iwerekun
- 32—Moserekogon
- 33—Mopo Odo-Ekun
- 34—Mopo-Akinlade
- 35—Okunaja
- 36—Okun Lafiaji.
- 37—Ibeju
- 38—Alaguntan
- 39—Ilado
- 40—Maroko
- 41—Okeogba
- 42—Igbologun
- 43—Ibese
- 44—Maroko
- 45—Tafi
- 46—Iworo
- 47—Ajido
- 48—Akarakumo
- 49—Tope
- 50—Gnayingbo Sea Beach
- 51—Ago-Hausa
- 52—Gbedromo
- 53—Yovoyan
- 54—Kweme Sea Beach
- 55—Kweme



MAJOR COASTAL FISHING VILLAGES IN LAGOS STATE AND ADJOINING WATERS

Fig 29

# UNIVERSITY OF LAGOS

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B.Ed (Hons) Ibadan, M.Ed., Ph.D.,  
Lagos. Dip In Soc. Econ. Dev., Askov. Denmark

ADDED/R/1.

Ref:  
Your Ref:

Date:.....

17<sup>th</sup> December, 2004.

## TO WHOM IT MAY CONCERN

The bearer, Mrs.ANYIKWA, Egbichi Blessing a Ph.D. student in this Department, is carrying out a research project as part of her requirements. We shall much appreciate it if you will very kindly give her the help she needs from your institution regarding collection of data.

Do kindly accept our gratitude for the support which you are giving to our programme.  
UNIVERSITY OF LAGOS

.....  
**HEAD**  
Adult Education Department,  
Prof. A. O. Adewale,  
Head of Department.