Relevance of Good Teaching Methodology and Development of the 3-Domains of the Migrant Children Education for Community Development

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ABSTRACT
This paper examined the relevance of good teaching methods in the development of the 3 domains of the migrant children’s education for community development. The framework is based on ensuring continued lifelong equal learning opportunities for the migrant group’s children who are not found in the regular formal school system but are affected by the deficiencies of moving from one fishing port to another in search of basic livelihood especially around the creeks, streams and Rivers. The sole aim of migrant education is to provide and improve the quality of live or living standard of the group and the understanding of national goals which will go a long way in ensuring that they contribute meaningfully to the development of their immediate communities and the entire society. To achieve these goals, there is the need for the application of good teaching methodologies to enhance better teaching and learning process. This process cannot be complete without discussing the concepts involved in migrant education, the instructors or facilitators who serve as the principal vehicle to deliver the message and the benefits to be derived in ensuring better community development process.

Keywords: migrant children, fishing ports, community development, good teaching

INTRODUCTION
The need for migrant group education as a national concern has been felt far back 1976 as stated in the National Policy on Education (NPC, 2004), “to cater for all sons and daughters of Nigeria especially for those who may not have easy access to regular schools. The idea was also embodied in the Nigerian constitution of 1979, which states that “Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities for all children. In compliance, the government rolled out specific educational programmes by various arms of government based on policy guidelines. By the year 1988, special education for the migrant fishermen came to the limelight alongside nomadic education,(Gbamanja,1997). He also pointed out that curriculum package including methodology of teaching were all designed to take cognizance of the occupational needs of these fishing communities. This was done in realization of the prominent roles of the fishing activities in the global economy.
The Migrant Group
This group refers to men, women, children and dependants who accompany their families to fishing ports and migrate to other conducive places as guaranteed by the season or tidal water movement (Gbamanja and Aboha, 2006). They constitute a sub-population in a given society. They spend greater part of their lives outside their original homes at different fishing sites in several riverine environments. Also, weather condition along the coast region influence their movement. They are found in different communities, at remote and isolated areas scattered and cut off from the mainstream of the socio-economic life of the urban dwellers. The pace of life here is slow due to poor land communication network. They live in “make shift” structures, as their belief is centred on oneness, togetherness, solidarity and brotherhood. That is why affiliations is found among them, for instance, in Rivers State, we have the Ogonis in the midst of the Ijaws, Andonis, Efiks (Akwa ibom) amongst others. The migratory nature of parents which allows the children to remain at home and fend for themselves creates negative attitudes on the children especially as it affects their education and schooling. This has posed great problem to the inhabitants with regards to their inability to enjoy the education available to others and to function maximally and participate fully in community based activities such as Age grade, community Development committee (CDC) and youth bodies, membership of Town Union’s, Local Vigilante’s or community policing, women group and membership of political parties and so on.

Need for Migrant Education
Based on the noted deficiencies, Arikawei (2013) stressed that there is the need to restructure their paths through:
(i) Making them to understand their environment in detail and customs as to ensure possible transmission of cultural heritage.
(ii) Proper documentation of their social life
(iii) Good safety measures on the environment through proper hygienic ways.
(iv) Ensuring realization that fishing business plays a significant role in the growth of the economy
(v) Providing equal education opportunities for all children of the migrant group.
(vi) Integrating these children of the fishermen into the formal educational system through the provision of suitable social facilities.
(vii) Raising the awareness of the migrant fishermen and families towards accepting the formal education of their children as a parental responsibility.
(ix) Improvement of the general living conditions of the migrant fishermen and their families by creating the awareness on the need to be enlightened on the other aspects of nation building.

TEACHING METHODOLOGY AND DEVELOPMENT OF THE 3-DOMAINS
Methodology, according to Daughtrey, cited in Nzeneri (1996), is broad pattern of thinking that forms a part to a predetermined goal. While, Colic and Ampene, cited in Nzeneri (1996), defined methodology as the way in which people are organized in order to conduct an educational activity. Agina-Obu (2005), defined teaching method as any technique or strategy a teacher employees to make his pupils learn his lesson. Gage (1976) added that teaching method consists of recurrent instructional processes applicable to various types of subject matter and useable by more than one teacher. It is a systematic way of imparting knowledge to the learner from one stage to another for better teaching and learning outcome. From the various definitions and comments, there is indication that good teaching methodology has better roles to play in the development of the 3 domains of the child, especially the migrant groups.

Teaching Methods to be applied include:

i. Pedagogical Teaching Method
Knowles (1984), see it as the art and science of teaching children. Knowles agrees that the teaching method applies to both children and youths, because it involves the transmission of ideas, Skills and attitudes to a “tabular rasa mind”. This is an assumption to show that what a child learns as a youth will remain valid for the rest of his life through the application of this method. Nzeneri (2005), adds that there
is decay in knowledge as a result of constant changes and challenges in technology which is focused on
discovery and mastery of new technology. Nzeneri, further pointed out that those educational methods for
children should no longer be for accumulating knowledge for future use, but for immediate use in the
society especially in the fishing communities.
As migratory children, they need to know and study their environment, as to adapt to the immediate
climatic changes or environmental changes which is one of the challenges facing the society.
Understanding this trend will enable them cope with future challenges in their domain. It will also help
them show better interest in their career choice.

ii. Practice of “cone of learning experience” and play-way method.
This method involves the use of real life aids or resource materials. It is a teaching method that involves
demonstration and practical experiences. Ajoku (2006), asserted that the best learning experience take
place when individuals experience what they are learning. This means that learning which takes place
through “talking alone” is not enough i.e. a situation in which educators or instructors talk most of the
time trying to explain a concept to pupils. Language power or communication may be a barrier to such
learning experience. This method requires the use of icon materials e.g. image through pictures, charts,
graphs, audio-visual aids, computers, more especially this era that every child is aspiring to be connected
to the global village or world through e-mail and other internet facilities.
In alternative, some of the materials should be locally sourced, because attracting the attention of the child
is very paramount in the teaching-learning process. This is in order to make an achievable end-product or
outcome that will be beneficial to the society.
Agina-Obu (2010), supporting this view stated that a lot of body motions are in essence experimental with
his environment, which means as he interacts with his surroundings, he slowly learns to handle it better
and by so doing, gaining both physical and cognitive experience. Amadi (2006), added that Froebel and
Montessori who are founders of kindergarten and Montessori education for children recognized that the
child is naturally creative rather than receptive, and that self-activity is one of the most important ways in
which he learns. Play allows the child to exercise his physical, emotional and intellectual qualities
harmoniously. This method is motivating, reduces tiredness, manipulate skills and makes learning
become concrete and true to life.

iii. Application of Freirean Method
This method was employed as a weapon to changing the status quo in the educational systems that aid
liberation. Freirean philosophy is purely psycho-social on conscientization. This was demonstrated by
creative consciousness and self-awareness to the reality of one’s existence with a view to creatively
transforming it through positive and critical actions. This method is a combination of reflection and action
that holds on creation of critical consciousness of the people, community, reality of their situation, to the
culture of silence in which they are sunk. Hassan and Oyebamiji (2012) observed that this method looks
at the oppressive situation of the oppressed with a view to attaining understanding. This method will
assist the migrant children to be tutored on the need to be better citizens of our nation. We can only
achieve this through education and reformed fishing activities, as education comes first to play away
illiteracy. Aderinoye (1997) called it education for liberation, which opens people’s eyes and mind to the
knowledge of their situation.
Liberation is most important in the teaching-learning process of children. At this point the learners should
be motivated either financially or otherwise, realizing that education is the instrument for social
transformation. This must not be neutral, but must reflect in orientation and content of the ideology of the
said group. This method is far from imparting knowledge of writing, numeracy etc. Aderinoye (1997)
supporting this methodology adds that this method teaches people to read and write as to enable them to
decode the myth behind their backwardness. It is also a dialogue process that establishes a horizontal
relationship between the educator and the educatee making both of them partners in search of knowledge.
This method establishes a compulsory link between literacy, conscientization and empowerment.
The 3-Domains
The three domains to be developed include: Cognitive, Psychomotor and Affective. Benjamin Bloom’s taxonomy on the principles of domains, generally view it as a way of translating aims into introductional objectives and desired learning outcomes.

i.) Cognitive domain is specified as including objectives that relates to recognition or recall of knowledge and development of higher intellectual skills and abilities (knowledge, comprehension, application, analysis, synthesis and evaluation). Agina-Obu, observed that this domain can be developed through the application of the teaching methods mentioned above and others like the Discovery, project, story, Dultan plan, Discussion, Simulation, Questioning methods amongst others. They are veritable to ensure the intellectual skill of knowing, understanding and reasoning as to actually recall simple facts from memory to recognition. This is based on the fact that when a child perceives or moves an object, he is forcing his mind to construct mental programme to handle it. This process is a mental experience that lays foundation for cognitive skills for the rest of his life. Knowles (1984), adds that the organization of knowledge should be an essential concern of the teacher or educational planner, so that the direction from simple to complex is not from arbitrary meaningless parts to meaningless wholes, but instead from simplified wholes to more complex wholes.

(ii) Psychomotor Domain is a manipulative and motor skills that involves reflex movements-segmental reflexes and inter-segmental reflexes; fundamental movements of walking, running, jumping, pushing amongst others. Osuku (1996) observed that it is a skilled movement of games, sports, dances and arts, which involves non-discursive communication- expressive movement of postures, gestures, facial expression and creative movements. This domain can also be developed through the application of the “cone of experience and play-way method”. Other methods to be applied include; learning by doing which involves mimicry and imitation, demonstration, Activity and questioning on the subject matters not well understood. This is because it is concerned with the development of mental and physical skills, which is purely based on observing. Imitating and practicing (regular participation of the pupils to activities), so as to perfect and also establish acquired sills through hand.

iii.) Demonstration, group discussion and Freirian method is better used to develop this domain. It is Affective domain involves interest, adjustment, attitudes, feelings, receiving, responding values and philosophy of life. The human heart is the power house in the development of this domain. concerned with the development of human consciousness to be a better citizen. These methods will assist the pupil to achieve a success that will result to positive attitude to work, which is self-rewarding.

Ordinarily, the principles of all the domains indicate that components of an individual learning activity are combinations of systems which will result to human development. A learning situation that will promote human development must involve certain varieties of capabilities viz; intellectual, skills, verbal information skills etc. These acquired mental states influence their choices of personal actions, for the fact that “it is a state of readiness of the child that influences him to act in a given manner during learning process, bearing in mind that the learner and instructors or teachers are two different individuals which must not be left out in the teaching-learning process.

RELEVANCE OF A GOOD TEACHING METHOD INCLUDES:
i. Enhancement of the learner’s ability (since the learner is a human who possess sense organs that receive stimulation e.g the Brain that transform signals).

ii. Good teaching methodology stimulates the learner’s situation through events of activities from talking and listening, judging, reciting, observation of demonstrations and experimenting.

iii. It establishes relationship between the learner and the agency through which an educational task or problems are solved.

iv. It evaluates the contents of the learner’s memory as it recovers the experiences from the learner through pervious learning activities which had left residual content of the cognitive impressions which helps to build incoming ideas of learning outcomes.

v. It enhances the instructors or teachers task which is to make the child receptive, create a conducive learning physical and social environment.
vi. It helps the instructors or teachers to alter the learner’s perception through explanation in the classroom in a person-to-person conversation, which might not be lecture method, rather peer-group discussion.

vii. It helps to restructure the law of readiness and maturity. This is because readiness is a function of maturation and environmental factors.

viii. It assists the instructor or teachers to analyze educational issues and problems logically.

**ROLES OF THE INSTRUCTORS/TEACHERS**

The process of the teaching-learning of the migrant children involves; guiding and directing, evaluating, stimulating learning of a prescribed content, helping them to maintain fundamental societal values, waging war against ignorance and illiteracy and encouraging excellence among the pupils. These help the teachers to ensure proper application of the required teaching methodologies. The instructors or teachers are expected to be experts on child training because even the person in the fishing communities expects that from them. Teachers are trained to work with the children. Their daily experience with the children contributes to his understanding of them as future leaders of the society. Uche and Onyemerekeya (1998), adds that by the nature of the instructors or teachers job, they were easily accessible to people of all ages and sexes as they explain values of education and initiate the education of the children at the most crucial and tender age.

The instructors or teachers act as character moulders, counselor, curriculum developers, academic specialists, facilitators, public relation officers, managers, motivators, parents, surrogates and professionals. Okala, (2007) suggested that because of this roles they play, they also need to be motivated through training and regular retraining, promotion, wages enhancement and allowances. This will make their working conditions more conducive and ensuring good teaching and learning environment. This is also a prerequisite to deliver on this subject matter.

**MIGRANT CHILDREN EDUCATION AND COMMUNITY DEVELOPMENT**

The need to educate the migrant children and the application of good teaching methodologies is an issue that cannot be overemphasized because of the benefits to be derived in community development affairs. Community development is socialization or socializing process for induction of social change for better living in a community for instance, the fishing communities, through the development abilities, attitudes and other forms of behaviours which are positive to the values of the community and for solving societal problems (Onyeozu, 2007). Also, the individual’s roles in the process of improving his conditions and that of the society is very paramount. This is because, if the individual is to be actively involved in the development process, then he needs to be empowered with the necessary skills, attitudes, knowledge, and interest required to participate fully in community development activities as to avoid living in isolation among the community members. This laudable achievement cannot be achieved without involving a process of education which helps the people to think for themselves, and to effect lasting solutions to their community problems, to effectively exploit the fisheries resources to meet the socio-economic livelihood and to participate in activities of community developments and to enable them function effectively from day-to-day life activities. It will also facilitate the understanding to engage in different types of income generating activities such as marketing/storage, handicraft, different fishing gears, processing and preservation of fish. Mobilizing them for different fishing practices like aqua-culture and modern integrated fish farming are encouraged. The awakened needs, the removal of impediments to the satisfaction of felt needs, the satisfaction of needs, as well as improvement of technical skills required for the satisfaction of felt needs are education process which involves basic changes in attitudes, knowledge and skills.

Thus, the education of the migrant children is an important ingredient in community development activities and it possess the following attributes:

i. Promotion of development of local leadership (Oduran, 1994)

ii. Promotion of lifelong education

iii. Innovation of values of equalitarianism and egalitarianism (Oduaran, 1994).
iv. Service provider to the illiterate adults,
vii. Dismissal of the spirit of greed, selfishness and work together. “we together” (Onyeozu, 2007)
vii. Bring respect for constituted authorities and leadership
viii. Learn to share the experiences of others
X. It will help them to understand their community and situations
x. Promoted school-community relationship
xi. It also enables them to weigh objectively the forces for and against
Xii. It will promote the general objectives of democratization
Xiii. Assist to improve the level of livelihood and living standard and of the citizenry.
The aforementioned items are the key indices of community development,

CONCLUSION

Good teaching methodologies are veritable tools for the development of human domains in all aspects especially as it affects the teaching and learning of the migrant group children in a larger Society. Application of these methodologies creates new ideas, attitudes, skills and knowledge necessary for the understanding of social changes which is rooted in the challenges of rooting out causes and effects of vicious cycle of poverty, ignorance, disease and illiteracy in the rural communities. When they are eliminated, it will make the individuals especially the children to take full advantage of their ideas by enabling them have broader ideas of their creative enterprise and at the end handle physical projects and other social infrastructures provided and to be provided by the government for the good of the environment and comfort. This shows that the education of the migrant children plays a complementary role to the forces of community development and thereafter ensure the effective exploitation of the fisheries resources in their environment.

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