

Instructional activities of staff personnel in the effective domain in selected secondary schools in Southern Nigeria

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The tendency of restive secondary school graduates to be used in carrying out vices such as violence, examination malpractice, thuggery and cultism has necessitated this study. In total, 250 secondary school teachers undertaking part-time bachelor of education program in the University of Benin, formed the sample of this study. Simple percentage, summation and qualitative methods were the statistical tools adopted to analyse the data. A very startling and frightening revelation is that no teacher in the sample taught national consciousness and values through exercises in the affective and psychomotor domains. It is also shown that the greatest problem teachers encounter in the teaching of citizenship education is students' nonchalant attitudes to the subject. It is therefore recommended that government and multinational companies need to sponsor workshops, conferences and seminars on the use of exercises in the affective and psychomotor domains to teach citizenship education.

Affective domain, Nigeria, secondary schools, citizenship education, instructional activities

INTRODUCTION

Education is investment in human capital. It contributes greatly to national advancement; hence Harbison (1973) opined that education is the key that unlocks the door to modernisation, national growth and development. Hernes (2002) on his own part referred to education as the nexus between all items on the developmental agenda whether it is a question of reducing poverty, improving health, advancing gender equality, applying new technologies, protecting the environment, or extending democratic participation and good government.

Education is useful when the objectives and content of the enterprise are geared toward the needs, circumstances and aspirations of the people to be served and directed toward the attainment of national goals. In Nigeria, some objectives of education as stated in the *National Policy on Education* were to build (Federal Republic of Nigeria, 2004):

- (a) a just and egalitarian society; and
- (b) a free and democratic society.

In order to attain the stated objectives, the Federal Government required that new and wholesome attitude should be taught through instruction by the role models (teachers) to pupils as it is stated in the *National Policy on Education*.

Secondary education is the education children receive after primary education and before the tertiary stage. It is the hope of the nation that secondary education shall among other things raise

a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under the broad national goals and live as good citizens. If these ideals are achieved then the vices in our society today will be reduced. Staff personnel in the school have the onerous responsibility of performing functions to:

- (a) provide pupils with the education with the right type of values and attitudes for the survival of the individual and the Nigerian society;
- (b) aid pupils to acquire appropriate skills, abilities and competencies required to equip the individual both materially and physically to live in this society.

These stated functions are achieved by providing instruction in the affective domain. This according to Brophy and Allemen (1991) consisted of learning activities that were designed to facilitate student attainment of curriculum goals, component objectives and encourage pupils to learn, practice, apply, evaluate or in any other way respond to curricular content which might include knowledge, skills, values, and dispositions to action.

The need to produce pupils with the stated type of education cannot be overemphasised today in the Nigerian civil society and the education system in particular as it is currently plagued by vices such as bribery, corruption, nepotism, violence, examination malpractice, thuggery and cultism. The impact of these vices on the quality of the education system is manifested in the production of uncultured secondary school graduates who tend to be used in many cases to carry out the stated vices in the society. The stated scenario is the basis for urgent attention to the civic and political needs of the nations by the education industry.

As observed by Caillods (2001) secondary school education enables students to develop reasoning and thinking skills that are inaccessible to younger children including how to work in teams and live together, which is crucial for the survival of the civil society.

The teacher is the processing agent who ensures that resources such as time, instructional materials, physical facilities, and learning experiences are provided and utilised in the right mix to get the desired output. The teacher needs to utilise, his experience and resources at his disposal to ensure that pupils acquire desirable traits of good citizenship. Students learning occur in the cognitive, affective and psychomotor domains. Citizenship education involves learning mostly in the affective domain. Citizenship education is aimed at shaping the life of students through deliberate focus on pupils' attitudes, feelings, emotions, opinions, loyalties and aesthetics. Therefore, pupils ought to be exposed to activities intended to change negative values, beliefs, attitudes, interests, social relations, emotional adjustments, habits and life style in the positive direction.

This present study hinges on production theory. The crux of the theory is that in the school, if the change agents adequately process the inputs into the system the desired output can be attained. In the school the teaching personnel and pupils are both inputs. The former are also the main agents in the processing stage. The ability of the teachers to carry out the processing stage efficiently and effectively produces the desired output, which in this study is the good citizen. Citizenship Education can best be taught to pupils by employing teaching methods in the affective domain. Since this is the right approach to the acquisition of learning which borders on values, beliefs, attitudes, interests social relations, emotional adjustments, habits and life style (Ndubisi 1984, and Hugh (1974). Unfortunately, it appears that among the staff personnel the emphasis has been on instruction in the cognitive domain to the neglect of teaching in the affective domain (Ezeoke, 1983) and consequently they are thereby unable to produce the desired result in pupils' learning outcome particularly those that border on the acquisition of desirable social attitudes. Vinson (2004) pointed out that the affective domain is critical for learning but is often not specifically addressed. According to her, this is the domain that deals with attitudes, motivation, willingness

to participate, valuing what is being learned and ultimately incorporating the values of the discipline into a way of life.

Stages in the affective domain can be described as follows:

- Receiving (willing to listen),
- Responding (willing to participate),
- Valuing (willing to be involved),
- Organising (willing to be an advocate), and
- Characterisation (willing to change one's behaviour, lifestyle, or way of life).

Vinson (2004) warned that the affective domain required at least some cognitive component. This might be the source of problems for the teachers. They needed to know the limit of the cognitive component. Bloom et al (1956) indicated that school staff personnel were confronted with the problems involved in instruction and assessment of content in the affective domain. School staff personnel who taught citizenship education were by the *National Policy on Education* required to assess students continuously and in the three domains of learning (the cognitive, affective and psychomotor domains) hence there was an emphasis on continuous assessment. The focus of which should be the attainment of desirable traits of punctuality and regularity among others. The society continued to look up to the educational sector and teachers in particular to wave the magic wand, which would transform the citizens to cultured citizens who would be cultured and would contribute positively to national development. How the education industry met this expectation through the activities of teachers in the affective domain was central to this study.

The purpose of the study was to determine how staff personnel contributed to students' learning outcomes in the affective domain as well as the problems that they encountered in the process.

RESEARCH QUESTIONS

In order to address the goals of the study the following research questions were raised:

- (1) How do teachers inculcate the concepts of the discipline through instructional activities?
- (2) How are students learning the outcomes of the discipline taught in the affective domain?
- (3) Are there significant differences in students' learning outcomes with respect to teachers' experience?
- (4) What problems do teachers encounter in the teaching of the concepts of value orientation?

METHOD OF STUDY

The design of the study was a survey. The population was secondary school teachers in Southern Nigeria. The sample comprised 250 teachers who taught in various secondary schools in Southern Nigeria.

A purposive sampling technique was adopted to survey the teachers who were undertaking a part-time Bachelor of Education program in the University of Benin. The sample was considered adequate because the teachers already had the Nigerian Certificate of Education (NCE) qualification, which was required to teach any subject at the junior secondary school level.

Two sets of instruments were designed to elicit information from the respondents.

The first set of instruments was in two sections. Both sections were open-ended and the respondents were required to express freely how they taught students in the affective domain and to state the problems that they encountered in the process. The second instrument was constructed and based on suggestions for the construction of assessment tools of students' learning outcomes in the affective domain by Clark (1973). The instrument comprised 19 items and it was a Likert-type questionnaire. Items 1 to 3 elicited information on the use of the project technique to assess learning outcomes, while Items 4 to 6; 7 to 10, 11 to 13, 14 to 17 and 18 to 19 focused on the use of observation, an interview, a rating scale, a questionnaire and a socio-metric technique respectively to assess learning outcomes in the affective domain.

The instruments were personally administered to the respondents by the researchers and three research assistants. The return rate was 100 per cent as there was face-to-face interaction between the two parties. However, out of the 250 questionnaires, only 215 were found to be useable. And, the data generated from the study were analysed using both qualitative and quantitative methods.

DATA ANALYSIS

Research Question 1: How do teachers inculcate the concepts of the discipline through instructional activities?

Table 1 indicates that all 215 respondents indicated that they taught the discipline to the pupils by giving instruction on moral training, hard-work, national consciousness, values and attitudes promoting citizenship and respect for authority in the cognitive domain. Only about 60 to 70 per cent taught the same concepts to the students in the affective domain.

Table 1. Instructional activities adopted to inculcate discipline concepts in secondary schools

No of Respondent	Instructional Activities	Exercises in Cognitive Domain	Exercises in Affective Domain	Exercises in the Psycho motor Domain
215	Character and moral teaching	100%	120 (56%)	150(70%)
215	Hard-work	100%	150 (70%)	180 (84%)
215	National consciousness	100%	-	-
215	Values and attitudes promoting citizenship	100%	-	-
215	Respect for authority	100%	150 (70%)	200 (93%)

Research Question 2: How are the students' learning outcomes of the discipline taught in the affective domain?

In order to answer the stated research question, the responses of the teachers were analysed and presented in Table 2.

Table 2. Assessment of students' learning outcomes in the affective domain

No of Respondents	Technique adopted	Use the technique		Do not use the technique	
		n	%	n	%
215	Project	177	(82)	38	(18)
215	Observation	167	(77)	46	(23)
215	Interview	161	(75)	54	(26)
215	Questionnaire	117	(54)	98	(56)
215	Socio-metric technique	110	(51)	105	(49)

Table 2 indicates that teachers assessed learning outcomes in the affective domain mostly by adopting methods of interview (75%), observation (77%) and project (82%). Only 51 and 54 per cent of the teachers adopted socio-metric and questionnaire techniques respectively.

Research Question 3: *There is no significant difference in the measurement of pupils' learning outcomes in the affective domain with respect to teachers' experience.*

A mean of 87.0 was recorded for teachers with more experience as compared with a lower mean of 57.1 for teachers with less experience. The results are shown in Table 3.

The t-test of the significance of the difference between the mean scores of experienced and less experienced teachers in the use of techniques in the affective domain to measure learning outcomes in citizenship education, is significant at the 0.05 level.

Table 3. t-test of significant difference in the measurement of pupils' learning outcomes by teachers' experience

	No of respondents	Mean Score	Calculated t-value	Significance
Teachers with above five years teaching experience	115	87.0		
Below five years teaching experience	100	57.1	4.1	< 0.05
P < 0.05				

Research Question 4: *What problems do teachers encounter in the teaching of the concepts of value orientation?*

Responses to the stated question were ranked according to the frequency of responses. Table 4 gives a summary of the responses provided by respondents regarding the problems that they experienced in the teaching of citizenship education. The common problems as stated by respondents were: (a) nonchalant attitudes of students to citizenship education, (b) insufficient time allotted to the teaching of the course by school administrators, (c) inadequate learning materials, (d) resistance to change by pupils advocated by the content of citizenship education, (e) inadequate number of professionals to teach the subject, and (f) lack of opportunities for teachers to attend workshops and conferences.

Table 4. Problems teachers encounter in the teaching of concepts of value orientation

No of Respondents	Nature of Problems	Rank of response
215	Nonchalant attitude of students to the subject.	1 st .
215	Insufficient time and attention to the course.	3 rd .
215	Inadequate learning materials.	3 rd .
215	Resistance to change by pupils.	2 nd .
215	Inadequate number of professionals to teach the course.	5 th .
215	Lack of sponsorship to workshop and conferences.	5 th .

DISCUSSION OF RESULTS

The first concern of the study was how concepts of value orientation were taught in schools. A majority of the teachers stated that they taught the concepts of character and moral training, hard work and fairness, national consciousness as well as values and attitudes and respect for authority mostly by giving exercises in the cognitive domain. This therefore negated Vinson's (2004) view that the affective domain required only a little emphasis on cognitive components. A smaller proportion of the teachers taught these concepts by giving exercises in the affective and psychomotor domains. The implication of the finding is that value orientation concepts are taught to students as for most other subjects, where students are required to regurgitate theoretically what they learnt in class. Citizenship education is intended to produce the ideal citizen who exhibits desirable traits of hard-work, fairness, diligence, national consciousness, and patriotism at all times. Students can be taught these traits if they are often drilled on exercises in the

affective domain, in and out of the classrooms. The findings of the study are an explanation for the prevalent decadence and unpatriotic behaviour among youths. This is because in spite of the nations' dire need to produce patriotic citizens by the teaching of citizenship education in the schools, the teachers have failed to do this effectively in their classrooms. The result is the production of pupils who hear about the concepts in the head but have not been equipped with the will-power to exhibit the desired traits.

Teachers were also required to indicate how they measured pupils learning outcome in the affective domain. Approximately 75 to 80 per cent of the teachers indicated that they measured pupils' learning outcomes in the affective domain by using techniques such as projects, observation and interviews. Other techniques such as questionnaires and socio-metric procedures were used by only about 50 per cent of teachers. The use of the first set of techniques by teachers could be due to the ease of using these techniques. The other two were more difficult and expensive to use. The dearth of facilities in our school system made the use of questionnaire and socio-metric techniques unattainable. A situation existed where the basic needs such as tables, chairs and other learning materials continued to be inadequate. Unfortunately the socio-metric technique was very useful but it was the least used for assessing the social relationship between pupils. The teacher was able to identify why some students were popular or unpopular among their peers. Based on the information the effective teacher could group students in a particular order to promote certain traits.

Differences between less experienced and experienced teachers in the use of techniques in the affective domain to measure learning outcomes were significant. The teachers who were more experienced had a higher mean score in the ability to use the techniques to measure students' learning outcomes. This finding was expected, as the more experienced teachers ought to be models for and supervisors of the less experienced teachers.

The question on the problems encountered by teachers in the teaching of citizenship education generated mixed reaction. Problems listed revolved around the students, the teachers and the school authorities. The reaction of the respondents focused on the students' nonchalant attitude to the study of the subject and their inability to possess the required text. The attitude of the students could be a carryover from the larger society where there was the general feeling that the decadence of the Nigerian society could not be changed by good behaviour by a few persons. This explanation might also account for the nonchalant attitude of the teachers. Unfortunately if the teachers had that attitude then it spelt doom to the whole nation. This was because the teacher was the change agent of the society (Ukeje, 1986). The school authorities were accused of not allotting sufficient time to the study of the subject furthermore; teachers were neither sponsored for workshops nor seminars. These findings had substantial implications for the teaching of citizenship education in schools. If the school authority that was the representative of the government did not promote citizenship education, then the desired change in the society was still a long way from attainment.

IMPLICATION FOR EDUCATIONAL PLANNING AND ADMINISTRATION

In view of the restive behaviour of a majority of Nigerian youths, which is exhibited in such vices as robbery, violence, examination malpractice, thuggery and cultism, it is necessary to investigate the methods involved in their formal training. This modest attempt shows that citizenship education in which is embedded the cultural values of the society is taught mostly through exercises in the cognitive domain. In fact, no teacher in the sample taught national consciousness and values through exercises in the affective and psychomotor domains. It therefore implies that national consciousness and values have continued to be taught theoretically in the secondary school system.

CONCLUSIONS AND RECOMMENDATIONS

Teachers through exercises in the cognitive domain mainly taught the concepts of discipline. However, some techniques such as projects emphasised observations and interviews that were used to measure learning outcomes in the affective domain by teachers. Experienced teachers were more proficient in the measurement of students learning outcomes than less experienced teachers. The problems encountered by teachers of citizenship education in schools ranged from nonchalant attitude of teachers and pupils, inadequate time and learning materials to non-encouragement of teachers to attend seminars and workshops. It was suggested that the Federal Government needed to pay more attention to the provision of resources and encouragement of teaching personnel to ensure the effective teaching of the concepts of the discipline in schools.

The hopes and aspirations of a better tomorrow for the youths are hinged partly on the education system of today. It may therefore be necessary to organise workshops, conferences and seminars for classroom teachers on the use of exercises in the affective and psychomotor domain in the teaching of citizenship education. Multinational companies and others who in recent times have been affected by youth restiveness need also to sponsor such workshops, conferences and seminars. Teacher training and preparation by the Institutes and Faculties of Education need to have this in mind in the preparation of their teacher trainees.

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