UNIVERSITY OF CAPE COAST

TEACHERS' ATTITUDE TOWARDS THE TEACHING AND ASSESSMENT OF

AFFECTIVE OUTCOMES IN SOCIAL STUDIES IN SELECTED JUNIOR HIGH SCHOOLS

IN CAPE COAST METROPOLIS

VICTORIA AKUA GHANSAH

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature: ………………..   Date: ……………………....

Name: Victoria Akua Ghansah

Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on supervision of dissertations laid down by the University of Cape Coast.

Supervisor's Signature: ……..…………………. Date: …………………

Name: Dr. S. Baafi-Frimpong

ABSTRACT

The purpose, of the study was to find out teachers attitude towards the teaching and assessments of affective outcomes in Social Studies in selected Junior High Schools in the Cape Coast Metropolis. The research design employed was the descriptive survey. Four zones in the Cape Coast metropolitan area namely OLA, Bakano, Abura and Cape Coast out of the eight zones in the metropolis were selected. Each zone is made up of a maximum of ten basic schools. The four zones selected gave a total of forty Social Studies teachers.

The sole instrument used was the questionnaire. It consisted of open and close ended questions in consonance with the research questions and the objectives of the study. The data collected were analyzed using descriptive statistic such as frequencies, means and percentages. Strong evidence emerged that a lot of teachers who taught social studies were qualified teachers but had little knowledge on how to assess the affective outcomes. Based on these shortcomings they resorted to assessing mostly the cognitive outcomes. A few of them also indicated their lack of knowledge of some of the instruments used to assess the affective domain.

ACKNOWLEDGEMENTS

DEDICATION

This piece of work is dedicated to my dear husband Kwesi K. Ghansah and children (Kweku Nyarko, Kojo Ampah, Nana Abokoma, Nenyi Nhyira Eduafo and Ekua Nyarkoa) who created the atmosphere conducive for the completion of this piece of work.

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CHAPTER ONE

INTRODUCTION

The introductory chapter takes a look at the background to the study, statement of the problem, purpose of the study, research questions significance of the study, delimitation of the study, definition of operational terms and organization of the work.

Background to the Study

Social Studies play a major role in influencing the beliefs and attitudes of learners. In fact, it deals with the sensitive field of human behaviour. It helps learners to grow in their understanding of and sensitivity to the physical and social forces at work around them in order that they may shape their lives in harmony with those forces (Jarolimek, 1971). One basic and crucial goal of Social Studies is citizenship education, where students must learn how citizens in a society make decisions on issues that affect their destiny.

The objectives of Social Studies can be classified into three categories. (1) Understandings - those that deal with knowledge and knowing, (2) attitudes - those that deal with values, appreciation, ideals and feelings, and (3) skills - those that deal with using and applying Social Studies learning and ability to gain new learning (Jarolimek, 1971). In simple terms, the objectives of Social Studies for the attainment of the basic goal of citizenship education cover the cognitive, affective and psychomotor domains. The cognitive domain is concerned primarily with the thinking processes or acquisition of

knowledge. The affective domain deals with feelings, attitudes, emotions and values. The psychomotor domain is concerned with the development of manipulative skills. Social Studies have to do with the development of the "reflective, concerned and competent citizens" (Martorella, 1994, p.10).

The type of content and knowledge, and skills that are stressed in Social Studies curriculum generally depends on the affective goals that are considered as central (Bloom, Hastings & Madaus, 1971). Therefore the assessment and subsequent evaluation of the affective objectives (outcomes) are as equally important as the assessment and subsequent evaluation of the cognitive and psychomotor objectives. For any meaningful teaching and assessment to be carried out, the objectives (i.e. what the teacher strives to achieve at the end of any instructional programme) should be defined in behavioral terms. The knowledge of the taxonomic levels of the cognitive, affective and psychomotor domains is very essential for the assessment of objectives in the three domains. This is because the teacher has to construct his or her test items to cover all the taxonomic levels of each of the three domains.

The significance of assessment cannot be overemphasized. Assessment determines what is actually taught in class. This is because it has become common knowledge that what is not examined turns out not to be well taught and learners equally do not attach any importance to such subjects. There can be no evaluation without assessment but there can be assessment without evaluation. Assessment therefore is an integral part of evaluation. Evaluation provides a means of monitoring learning progress and diagnosing learning difficulties. It also helps to determine the extent to which instructional objectives have been accomplished by learners. Moreover, when properly

used, evaluation procedures can contribute to improve student learning by clarifying the nature of intended learning outcomes; providing short-term goals; providing feedback concerning learning progress; providing information for overcoming learning difficulties and for selecting future experiences (Gronlund, 1976).

Social Studies as an integral approach to the study of people and the environment in which they live is taught in Ghanaian Basic Schools, Senior Secondary Schools, Teacher Training Colleges, University of Cape Coast and University of Education, Winneba. The examination of teaching and assessment practices in Social Studies by teachers' in the Junior Secondary Schools would not be complete without the history of the subject. The history of Social Studies in Ghana dates back to the early 1940s when some selected Teacher Training Colleges, notably the Presbyterian Training College at Akropong Akuapim, Wesley College in Kumasi and Achimota Training College started offering courses in the teaching of integrated Social Studies. This was made possible by an integrated Social Studies course which was run for experienced teachers by the Institute of Education of the University College of the Gold Coast.

This early attempt in teaching Social Studies in an integrated form in the Training Colleges was short-lived, and by the early 1950s the teaching of the separate subjects - History and Geography - gained a secure position in the Teacher Training Colleges. This was partly due to the fact that a number of the new graduates who were appointed as tutors in the Teacher Training Colleges graduated in single subject areas. Therefore they were more at home with the teaching of separate subjects than any integrated course. Colleges

wholeheartedly welcomed the new development and supported it. Secondly, it offered opportunity to students either to improve upon their grades in those subjects in the School Certificate or General Certificate of Education, Ordinary Level (GCE 'OL') or get good foundation in the subjects to try their hands at the GCE 'OL' examination. Finally, the attempt at integrating history and geography was frowned upon in many quarters.

In 1975, the Teacher Training Colleges were recognized to cater for the needs of the Experimental Junior Secondary Schools which were established in 1976 as a result of the recommendations of an education reform committee (The Dzobo Committee of 1972). Student-teachers had to undergo a three-year post-secondary training, specializing in the teaching of subjects of the Junior High School Curriculum. The subjects included Integrated Social Studies. After the first three batches of these teachers had been trained, there was an excess supply of teachers because there was no corresponding expansion of the Junior High Schools in terms of numbers. In 1980, therefore, the specialization in certain subjects, including Social Studies, was abandoned in the Teacher Training Colleges (Tamakloe, 1987).

In 1986, specialisation in Social Studies and other subjects was reintroduced in the Teacher Training Colleges. This was done in anticipation to the implementation of the education reform in September 1987 which turned all Middle Schools in the country into Junior High Schools.

By its very nature, Social Studies teaching is a complete deviation from the traditional methods of teaching and learning. The study is not undertaken on the basis of rigidly separated subjects, but on an integrated approach because children see a problem as a whole unit undivided into water-

tight compartments. The teaching of Social Studies demands more ingenuity from teachers than teaching based upon a single subject. Therefore Social Studies, more than any other subject, demands well prepared conscientious teachers of sound knowledge. (Aggrarwal, 1982). Social Studies calls for a sound professional training in the theory and art of teaching and assessing the learning outcomes for teachers so that they can meet the demands of the subject, especially the primary goal of the subject which is turning out good citizens. Social Studies is now a core subject at the Junior High Schools. Teachers who have no professional training in the teaching of the subject had been relied on to teach the subject. At the moment there are two distinct groups of teachers of Social Studies in the Junior High Schools. The two groups of teachers are those who have received professional training in the theory, teaching and assessment of the subject and those who have not received any professional training in the theory, teaching and assessment of the subject. This trend of affairs led to the mounting of a degree and diploma programme in Social Studies Education in the 1988/1989 academic year by the University of Cape Coast and the Advanced Teacher Training College, Winneba (now University of Education, Winneba) to produce teachers for the Teacher Training Colleges and the Junior Secondary Schools.

As the prime goal of all Social Studies programmes is to effect a change in the values and attitudes of learners with the focus on the society and its environment, adequate provision has been made for the teaching and learning as well as assessment of values and attitudes in the syllabi of the Basic School. For example, the various teaching-learning strategies for the development of desirable values and attitudes in addition to strategies for

assessing the affective outcomes (objectives) have been spelt out in all the syllabi. In the Social Studies syllabus for the Junior High Schools, teachers are enjoined not only to teach the theory, but also to practice what they teach for their students to emulate them and do likewise when they pass out.

Despite the provision made for the teaching and assessment of the affective domain, it is common knowledge that very little attention is given to the instruction and assessment in the affective domain by Social Studies teachers, especially those in the Junior High Schools. This assertion, though not proved scientifically by any study, cannot be dismissed. This is because for more than a decade the newspaper have been carrying stories about rape, murder, theft, corruption, violent confrontations and many other social vices in all parts of the country. These are some of the realities of life which Social Studies programmes are designed to deal with. The upsurge of moral decadence among the youth of Ghana which the newspaper give prominence to these days therefore attested to the fact that little emphasis is placed on the teaching and assessment of the affective domain.

It is therefore the opinion of the researcher that not only is little attention given to the instruction in the affective domain, but the assessment in the affective domain is totally neglected by Social Studies teachers. Teaching in the affective cannot be neglected at all by teachers because "teaching reflects someone's values. Thus,it is impossible to teach a valueless classroom" (Nelson, 1992,p.72). Assessment in the affective domain is neglected by Social Studies teachers mainly because at the end of the course, students are not examined externally in the affective domain by the Examining Bodies: West African Examination Council in case of Basic Schools

Programme and Institute for Education, University of Cape Coast in the case of the Three-Year Post-Secondary Teacher Training Colleges programme - for certification as a matter of principle. This is because evaluation of values and attitudes is done not for grading purposes but modification of programmes where necessary. In practice, Social Studies teachers are professionally obliged to assess the affective domain in addition to the cognitive and psychomotor domains.

Statement of the Problem

The ultimate aim of Social Studies, like that of education in general, is the development of the total personality of the individual: cognitive, affective and psychomotor domains. However, in Social Studies instruction, the types of outcomes which, in fact, receive the highest priorities are verbal-conceptual in nature (i.e. cognitive) and psychomotor skills. Invariably, in evaluating the outcomes of teaching, the general tendency is to over- emphasize acquisition of knowledge and sometimes skills to the neglect of that of attitudes and values. It is therefore the desire of the researcher to find out the extent to which the affective outcomes of teaching are assessed by the Social Studies teacher, use the affective objectives and follow the appropriate methods of assessing the affective outcomes of teaching?

Purpose of the Study

Generally, the purpose of the research was to find out teachers' attitudes towards the teaching and assessment of the affective outcomes in the Junior High Schools (JHS). Social Studies instruction naturally lends itself to an integrated curriculum based on the personal and the social aspect of learning.

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The study will investigate the following specific sub-problems of instruction and assessment of the affective outcomes of Social Studies Programmes.

1. Instruction in the affective domain

2. The construction of instruments for assessing the affective outcomes of teaching Social Studies.

Research Questions

The study was guided by six research questions. These are;

1. To what extent do teachers of integrated Social Studies define affective objectives in behavioural terms?

2. How do teachers indicate they have enough knowledge of the principles of developing affective test items?

3. How often do teachers, teach directly in the affective domain, that is objectives which describe changes in interest, attitudes and values?

4. How often do teachers use the instruments for assessing the affective outcomes?

5. How often during a term do teachers test their students in the affective domain?

6. What are some of the problems teachers face in the construction of the affective instruments?

Significance of the Study

It is hoped that the findings on issues of this study would unearth consciousness about effective outcomes and the designing of best instruments to achieve these results. It is envisaged that the findings of the study will be beneficial in the pre-service and in-service training of teachers for the Social

Studies programme. This is because the findings will provide the Ministry of Education and Ghana Education Service additional information needed for improving existing curricula and courses in the Social Studies programme especially in the area of assessment of affective outcomes of the programme.

The findings will also unearth factors that militate against the teacher's ability to teach directly in the affective domain. The outcome of the study will also serve as a reference point for further investigation into assessment and evaluation of affective outcomes in other subject areas. Again, the findings of the study would suggest to what extent teachers face problems in the construction of affective instruments.

Scope of the Study

The study was confined to forty(40) selected Junior High Schools from the four zones in the Cape Coast Municipality where Social Studies is taught in the affective domain, but where the teaching and assessment of the affective domain seemed to be neglected.

Operational Definition of Terms

Assessment: - This refers to a situation in which some aspect of a pupil's education is in some sense measured to provide information for decision-making.

Evaluation: - A way of making a decision about the value of something based on some systematically organized data.

Taxonomy: - A form of classification in which the individual entities are arranged in accordance with stated principles.

Citizenship Education: - This implies being educated to become an efficient member of one's immediate and the general human community, and to develop a commitment to work effectively with diverse people, accept differences in cultures and values, and to respond to social and developmental needs, and issues.

Enough Knowledge: - This implies awareness or use of half or more of principles, steps and order of hierarchy of a phenomenon such as affective domain and test construction, administration and scoring by respondents.

Delimitation

It is a fact that the issue of affective practices and for that matter citizenship education is an important one. This indicates that the study should have been done across the nation. The inability of the researcher to do that was due to time and financial constraints. Again the researcher finds it better to work within the Cape Coast Metropolis because of familiarity and easy access to teachers. It is hoped that Cape Coast zone shares similar characteristics as others elsewhere, and for that matter, the researcher is assuming that the findings will enable her to make assumptions and projections about teachers' teaching and assessment of the affective outcomes that will have a close relationship to what pertains in other parts of Ghana.

Organisation of the Study

The work is organised in five chapters. Chapter One, which is the introduction, deals with background to the study, statement of the problem, research question, significance of the study, delimitation of the study and operational definition of terms and organization of the study.

Chapter Two which is concerned with the review of related literature, examines in depth both theoretical and conceptual literature related to the study. The literature review takes a look at the historical overview of Social Studies, objectives of instruction in Social Studies, taxonomy of affective educational objectives, defining affective objectives in behavioural terms, teaching strategies for affective outcomes, the need to evaluate affective objectives, and methods of assessing affective outcome.

Chapter Three presents the methodology for conducting the study, notably, the sample procedures that were employed to collect and present the data. It concentrated on the research design, population, sample and sampling techniques, instrument, data collection procedure, and coding and data analysis procedure.

Chapter Four is concerned with findings from the analysis of data collected from the field and the discussions of the findings.

Chapter Five, which is the final chapter is concerned with the summary and conclusions derived from the findings as well as implications based on the findings. Recommendations and suggestions for future research on teaching and assessment of affective outcomes in Social Studies Programmes are also outlined.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the literature related to the subject matter of study, teaching and assessment practices in the affective domain of Social Studies is surveyed. Areas considered were historical overview of Social Studies, objectives of instruction in Social Studies; taxonomy of affective educational objectives; definitions of affective objectives in behavioural terms, teaching strategies for affective outcomes; the need for evaluating affective objectives; methods of assessing affective outcomes; construction and administration of instrument; and scoring of test.

Historical Overview of Social Studies

According to Barth and Shermis (1980) the field of Social Studies was developed at the end of the 19th century in the United States of America. It was built on early foundations of History and Geography of the local area, the home state, and the American nation, and developed as a curriculum in the early 20th century. The change from the traditional subjects of History and Geography to Social Studies occurred because some of the educators at the turn of century identified what they thought to be a crisis. The crisis was that the quality of urban life and conditions of the factories were condemning generations of American citizens to lives that were inconsistent with a democratic heritage, despite the industrialisation, interdependence and urbanisation of American society. The traditional subject matter of History

and Geography, and traditional teaching practices could not offer a proper training to meet the demands of an industrialised, interdependent, urban society of America. Social Studies was therefore intended to provide an integrative education aimed at training decision-makers who could use a democratic foundation to earn their dream of good life (Barth & Shermis, 1980). Consequently, Barr (1978) define Social Studies as "an integration of Social Science and Humanities for the purpose of instruction in citizenship education". Similarly, Banks (1990) defines Social Studies as: "That part of the elementary and high school curriculum which has the primary responsibility for helping students to develop the knowledge, skills, attitudes and values needed to participate in communities, the nation and the world" (p. 3). The author concludes that while the other curriculum areas also help students to attain some skills needed to participate in a democratic society, Social Studies is the only area that has the development of civic competencies and skills as its primary goal.

The theory of Social Studies education is grounded in democratic beliefs. This theory assumes that citizen participation in the making of public policy is essential for the creation and perpetuation of a free, humane and civic community. It also assumes that individuals are not born with the ability to make reflective decisions, and that decision-making consists of a set of inter-related skills that can be identified and systematically taught. The theory further assumes that people can identify and clarify their values and that they can be taught to reflect on problems before taking actions to solve them (Banks, 1990).

In Africa, thoughts on how to update the learning of Social Studies in the school curriculum were expressed as far back as 1961 at the Endicott Summer House Study in the Massachusetts Institute of Technology, USA where prominent African, American and British educationalists addressed themselves to the issues of education in Africa and how these issues could be tackled. The conference had various sub-committees.

In connection with Social Studies, the sub-committee on Humanities and Social Studies made a number of useful recommendations and suggestions. The recommendation which has played a key role in shaping the teaching of Social Studies in Africa states:

> that the teaching of geography, history and civics as separate disciplines in the primary schools in Africa introduces artificial divisions in the Social Sciences which should be discouraged in the early years of schooling. The child should be introduced to the Social Sciences as an integral field of study and should be made to appreciate right from the start of his education the close relationship between the disciplines, which later emerge as distinct fields of learning (African Social Studies Programme Report, 1977, p. 57).

The sub-committee on Humanities and Social Studies stressed the need for further deliberation on the matter of teaching Social Studies in an integrated form. In 1967, therefore a meeting sponsored by the Education Development Centre (EDC) and Centre for Research and Educational Development Overseas (CREDO) was held at Queen's College, Oxford. The participants agreed on the need to give prior attention to the development of Social Studies in primary schools. The meeting also recommended that a conference of

African educationists be held in the following year to discuss the issues. Consequently, in August, 1968 the EDC and CREDO sponsored another conference which was held in Mombassa, Kenya. The conference was attended by eminent educationalists from eleven African countries including Ghana. It was this conference that gave birth to the African Social Studies Programme (ASSP), now African Social and Environmental Studies Programme (ASESP), where, ideas about Social Studies in Africa were crystallized. The point was stressed that Social Studies should be taught as an integrated discipline, that teacher education must be restructured to cater for the new syllabus in the schools, and that member states should endeavor to adapt the integrated approach. The organisation of teaching Social Studies at the continental level was entrusted into the care of ASESP with its headquarters in Nairobi, Kenya.

The Objectives of Instruction in Social Studies

The goal of teaching Social Studies is citizenship education. In other words, it is to prepare citizens who can make reflective decisions and participate successfully in the civic life of their communities, nations, and the world.

The objectives for teaching Social Studies to achieve the goal of citizenship are usually grouped into four categories: (1) gaining knowledge, (2) acquiring skills, (3) developing attitudes and values, and (4) citizen action. These categories can further be classified into three groups (i) cognitive objectives, (ii) affective objectives and (iii) psychomotor objectives. In reality, cognitive objectives, affective objectives and psychomotor objectives are intertwined to some extent in all learning outcomes. They are, however,

categorised for the purpose of analysis (Jarolimek, 1971; Barr, Gerry, Hunt 1978).

With regard to the cognitive domain, Social Studies aim at achieving two main objectives. These are providing learners with an opportunity for acquiring and mastering knowledge, and understanding about the organization and development of individuals, groups and societies, in order to make reflective decisions and participate effectively in civic life (Barr, 1978; Banks, 1990; Martorella, 1994).

In terms of the affective domain, Social Studies is essentially concerned with helping learners to develop socially desirable attitudes, feelings, emotions, appreciation and self worth. In addition, it aims at helping learners (as concerned citizens) to investigate their social world, address issues they identify as significant, exercise their rights and carry out their responsibilities as members of a social community (Banks, 1990; Martorella, 1994).

In the case of the psychomotor domain, Social Studies aims at helping learners in acquiring skills such as sketching or drawing maps, landforms and graph, measuring distances and quantities, modeling and enacting scenes (Jarolimek, 1971; Barr et al, 1978; Banks, 1990; Martorella, 1994). When teachers help students to gain knowledge, process information, develop the skill to examine values, and finally apply knowledge through an active civic participation, then Social Studies is taught as citizenship education.

Taxonomy of Affective Educational Objectives

The affective domain includes "objectives which describe changes in interest, attitude, and values, and the development of appreciation and

adequate adjustment". Bloom (1956). According to Krathwol, Bloom and Masia (1964) affective domain provides the teacher with a useful guide for operationalising and classifying educational objectives which emphasize a feeling line, an emotion or a degree of acceptance or rejection.

The affective taxonomy arranges objectives along a hierarchical continuum. The ordering principle characteristic of the taxonomic levels of the affective development is the degree of internalisation, that is, the degree of incorporation of the affective within the personality. When the process of internalisation is completed, learners feel as if the interest, values and attitudes were their own and live them. The internalisation continuum is multi-dimensional. The internalisation process begins from the point where the individual is aware of the stimuli which initiate the affective behaviour. At this or initial point, there is very little emotion in behaviour and interior control helps in bringing about action (Bloom et al, 1964).

The initial point or level leads to the second phase. At this point or level, the individual is perceived as responding regularly to the affective stimuli. Here the individual produces relevant responses under the impulsion of an exterior authority.

The third phase of the internalisation process is where the individual comes to hold a value. Here the emotive answer of the individual is perceived and the individual gives emotional importance and value to the stimuli Bloom et al, (1964).

The fourth point or level manifests when the individual conceptualises his or her behaviour and feelings, and then organises them into a system. Here, too, the emotive answer of the individual is perceived and the individual gives

emotional importance and value to the stimuli. However, there is absence of exterior authority, that is, the individual does not produce relevant responses under the impulsion of an exterior authority (Bloom et al, 1964).

The final point or level of the internalisation is where the individual responds very consistently to value-laden situations with an interrelated set of values, a structure, a view of the world. At this stage, emotion decreases; it no longer plays an active role in the response. There is also absence of exterior authority. Indeed, this sums up the theoretical framework adopted by Bloom et al. (1964) in the introduction of taxonomy.

In Krathwol's (1964) taxonomic terms, at the lowest point on the continuum, the individual is merely aware of the stimuli, which initiate the affective behaviour. This is classified as "receiving". Karathwols sees receiving as mere awareness without any attempt at receiving or attending to the stumuli. Bloom, et al. (1971, p.273) further indicates the willingness to receive after creating the awareness. The category of "receiving" consists in three sub-categories that indicate three different levels of attending to phenomena. These are awareness, willingness to receive and controlled or selected attention.

Awareness: It is the knowledge of something that can be recalled. For a student to show that he is aware of a phenomenon, a particular behavoiur or any other issue is, the teacher must contrive the situation where the student's attention is drawn to that particular thing. Certain stimuli must be created which will make the student exhibit behaviour so that he can easily 'reach' the awareness. Unlike knowledge, the lowest level of the cognitive domain, concern is not so much on a memory of, or ability to recall an item or fact.

Like knowledge, it does not imply an assessment of the qualities or nature of the stimulus, but unlike knowledge it does not necessarily imply attention, phenomenon, object, or state of affair. Even though the objective characteristics of the discriminated or recognised object must be deemed to have affect, the individual may not be able to verbalise the aspects of the stimulus, which causes the awareness (Bloom et al., 1971).

Willingness to Receive: It deals with what appears to be cognitive behaviour. At a minimum level it is the description of the behaviour of being willing to tolerate a given stimulus, not to avoid it. Like "awareness" which is the knowledge of something and can be recalled, willingness to receive involves a neutrality or suspended judgment toward the stimulus. At this level the teacher is not concerned that the student should seek it out. In an environment crowded with many other stimuli the learners will necessarily attend to the stimulus. At worst, given the opportunity to attend in a field with a relatively few competing stimuli, learners are not actively seeking to avoid it. At best, they are willing to take notice of the phenomenon and give it their attention (Bloom et al. 1971).

Controlled or Selected Attention: The perception is still without tension or assessment and the student may not know the technical terms or symbols with which to describe it correctly or precisely to others. In some instances, it may refer not so much to the selectivity of attention as to the control of attention, so that when certain stimuli are present they will be attended to. There is an element of the learners controlling the attention here, so that the favored stimulus is selected and attended to despite competing and distracting stimuli (Bloom et al., 1971).

Responding: At the next level the individual is perceived as responding regularly to the affective stimuli. This level is classified as "responding" .Responding is "Behaviour which goes beyond merely attending to the phenomenon. It implies active attending, doing something with or about the phenomena; and not merely perceiving them". (Bloom et al., 1971). Like "receiving", "responding" has been divided into three subcategories to indicate three different levels of responding to phenomena. These are acquiescence in responding, willingness to respond and satisfaction in response (Bloom et al.,1971).

Acquiescence in Responding: The word "obedience" or "compliance" might be used to describe this behaviour as both of these terms indicate there is a passiveness so far as the initiation of the behaviour is concerned, and the stimulus calling for this behaviour is not subtle. Compliance is a better term than obedience, since there is more of the element of reaction to a suggestion and less of the implication of resistance or yielding unwillingly. The students make the response, but have not fully accepted the necessity for doing so (Bloom et al., 1971).

Willingness to Respond: The term "willingness" with its implication of capacity for voluntary activity is the key to this level. There is the implication that the learners are sufficiently committed to exhibiting the behaviour that they do so not just because of a fear of punishment, but "on their own" or voluntarily. It may help to note that the element of resistance or of yielding unwillingly, which is possibly present at the previous level, is here replaced with consent or proceeding from one's own choice.

Satisfaction in Response: The behaviour is accompanied by a feeling of satisfaction, an emotional response, generally of pleasure, zest, or enjoyment. (Bloom et al., 1971).

Valuing: The next step on the continuum finds the individual coming to hold a value. This classified as "valuing". "It refers to a behaviour which goes beyond merely doing something with or about certain phenomena. It implies perceiving phenomena as having worth and consequently revealing consistency in behaviour related to these phenomena" (Bloom et al.,1971). The subcategories of "valuing" are acceptance of a value, preference for a value and commitment.

Acceptance of a Value: Ascribing of worth to phenomena, behaviour, objects, etc is the concern here. The term "belief", which is defined as "the emotional acceptance the proposition or doctrine upon what one implicitly considers quite well the dominate characteristic here. One of the distinguishing characteristics of this behaviour is consistency of response to the class of objects, phenomena, etc. with which the belief or attitude is identified. It is consistent enough so that the person is perceived by others as holding the belief or value (Bloom et al., 1971).

Preference for Value: Behaviour at this level implies not just the acceptance of value to the point of being willing to be identified with it, but the individual is sufficiently committed to the value to pursue it, to seek it out, to want it (Bloom et al, 1971).

Commitment: Belief at this level involves a high level of certainty. Loyalty to a position, group or a cause could be classified here. The people who display behaviour at this level are clearly perceived as holding the value. They act to

further the thing valued in some way, to extend the possibility of their developing it, to deepen their involvement with it and with the things representing it. They try to convince others and seek converts to their cause. There is a tension here which needs to be satisfied, action is the result of an aroused need or value or drive. There is a real motivation to act out the behaviour (Bloom et al., 1971).

At the next point individuals conceptualise their behavior and feelings, they organise them into a system. This level is classified as "organisation". As the learners successively internalise values, they encounter situations for which more than one value is relevant, the necessity arises for (a) the organisation of the values into a system (b) the determination of the interrelationships among them and (c) the establishment of the dominant and pervasive ones. The subcategories are conceptualization of a value and organisation of a value system.

Conceptualization of a Value: At this level the quality of abstraction or conceptualisation is added to sufficiently consistent and stable characteristics of the particular value or belief in the previous category, "valuing". This permits individuals to see how the value relates to those that they already hold or to new ones that they are coming to hold.

Organization of a value system: Objectives classified here are those which require the learner to bring together a complex of values, possibly desperate values, and to bring these into an ordered relationship with one another. Ideally, the ordered relationship will be one, which is harmonious and internally consistent. In many instances the organisation of values may result

in their synthesis into a new value or value complex of a higher order (Bloom et al., 1971).

Individuals reach the highest point in the hierarchy when the structure becomes their life outlook (Krathwol et al., 1964). This final level is classified as "characterisation by a value" or "value complex". At this level of internalisation, the values already have a place in individuals' value hierarchy. They are organised into some kind of internally consistent system, which controlled the behaviour of individuals for a sufficient time that they have adapted to behaving that way; and an evocation of the behaviour no longer arouses emotion or affect, except when the individual is threatened or challenged. The subcategories are generalised set and characterization.

Generalizes set: It is that which gives an internal consistency to the system of attitudes and values at any particular moment. It is selective responding at a very high level. It is a response to highly generalized phenomena. It is a persistent and consistent response to a family of related situations or objects.

Characterization: It includes those objectives, which are broadcast with respect to the phenomena covered and to the range of behaviour, which they comprise. Thus here are found those objectives which concern one's view of the universe, one's philosophy of life, and one's value system having as its object the whole of what is known or knowable (Bloom et al., 1971).

In summary, the Taxonomy of Affective Educational Objectives is a continuum of internalisation in which the affective component passes from a level of bare awareness to a position of some power and then to control of a person's behaviour, and the five categories of internalisation arranged in order of degree are; simply from receiving, responding, valuing, employment of

these concepts for determining relationship among values and finally, the organisation of values , beliefs, ideas and attitudes into an internally consistent system.

Defining Affective Objectives in Behavioural Terms

An instructional objective is "a statement of performance to be demonstrated by each student in the class, derived from an instructional goal and phrased in measurable and observable terms" (Oliva, 1992).

Once objectives are defined clearly, they can become models or plans that help shape and guide the instruction and evaluation processes. For the purpose of meaningful evaluation, objectives must be stated in terms of more observable outcomes or changes on the part of the subject so that one can determine whether he is making progress in learning during the course (Bloom et al., 1971).

Banks (1990, p.469) posits, "it is virtually impossible to evaluate learning in Social Studies if instructional goals or objectives are not clearly stated at the outset". As behavioural objectives focus sharply on what is to be learned, they provide a strong directive function for both teaching and evaluation.

According to Oliva (1992, p.378) supporters of the behavioural objectives argue that this approach to instruction:

1. forces the teacher to be more precise about what to be accomplished.

2. enables the teacher to communicate to pupils what they must achieve.

3. simplifies evaluation.

4. makes accountability possible.

5. makes sequencing easier.

Owing to the many interpretations people can place on affective concepts, the behavioural specification of these concepts is often neglected. Many teachers find it more difficult to define affective objectives behaviorally than to operationalise cognitive ones. This does not imply that affective objectives cannot be stated behaviourally.

There is a close relationship between cognitive and affective taxonomies as there is an intimate relationship between cognitive and affective behavioural changes. This relationship is operative at both instructional and evaluation levels. Each affective behaviour has a cognitive behaviour counterpart of some kind and vise versa. An objective in one domain has a counterpart in the opposite domain though often we do not take cognisance of it… Each domain is sometimes used as a means of the other, though the more common route is from cognitive to affective. Theory statements exist which permits us to express one in terms of the other and vice versa (Krathwol et al., 1964, p. 62).

A typical objective for the affective taxonomic level of "receiving" would be: The student develops tolerance for a variety of types of music. The lists of action verbs that give framework for an operational objective at the taxonomic level of receiving include accept, choose, ask, listen, select, attend and differentiate. For "responding" level, a typical objective would be: The student voluntarily reads magazines and newspapers designed for young children. The lists of action verbs that give the framework for an operational objective at this taxonomic level includes approve, acclaim, volunteer, recite and help. In the case of "valuing" a typical objective would be: the student writes letters to the press on issues he or she feels strongly about. Action verbs

that give the framework for an operational objective at this level include formulate, defend, abstract, relate, put in order and define. A typical objective for the level of "organisation" would be: The student begins to form judgments as to the major directions in which Ghanaian society should move. For the final level, "characterisation", a typical objective would be: The student develops a consistent philosophy of life. The list of action verbs that give the framework for an operational objective includes discriminate, behave, serve, complete, practice and verify. These examples show that affective constructs can be translated into observable and operational objectives (Bloom et al.,1971, Tamakloe et al., 1996).

Teaching Strategies for Affective Outcomes

The affective domain has always loomed large in proclamations about what should go on in schools, and it still does so.

Mathews (1989) concludes: Although much less than Cognitive Taxonomy, the Affective Taxonomy is more interesting and provocative. It asks much more fundamental questions about what our schools and their curricula are intended to do. Indirectly it makes the distinction between schooling and complete education. It points to the limitations of our methods of assessing not only the performance of pupils, but performance of curricula to which they are subjected. It also asks whether a curriculum should be mainly concerned with what pupils know or should it be concerned with their whole personality (p. 10)

Raven (1971, 1973), the author of an impressive set of studies, notes that educators (and contemporary educational theories) generally consider affective and social objectives as more important than cognitive objectives.

Nevertheless, affective and social objectives do not appear to be arrived at very systematically. The explanation offered for affective and social objectives not appearing to be achieved systematically are:

1. Attitudes are supposed to be caught but not taught, slow impregnation takes place spontaneously.

2. Systematically, affective objectives are difficult to achieve. Instruction in the affective domain smacks of indoctrination and our system of education is geared towards producing people who can deal with words, concepts, and mathematical or scientific symbols so necessary for success in our technological society (Krathwol, 1964; Raven, 1973; Oliva, 1992). In brief an affective objective can be translated into a performance statement which describes a measurable activity.

In short, with affective processes, attitudes are related to knowledge, although by no means entirely so. Because attitude and values are affective rather than cognitive, there is some considerable question as to the effectiveness of teaching them directly. Whether planned or unplanned, attitudes are always an important by-product of the instructional process. A casual, informal remark by a highly regarded teacher is likely to be more effective than a class lesson on a particular attitude. "Research on attitude development indicates that children are likely to reflect the attitudes of high-status adults with whom they associate", (Jarolimek, 1971, p.65). The teacher, thus, needs to exercise care in what is said and how it is said. An unguarded comment by the teacher, no matter how unintentionally, might have an adverse and long-lasting effect on the attitudes of students. Because attitudes are related to emotions, the emotional climate of the classroom must foster

their growth. Classroom atmosphere that frustrate students by not meeting their social and emotional needs will offer little to the development of wholesome attitudes (Jarolimek, 1971).

Self-Concept Activities

If attitude-and-value learning is to constitute an important outcome of Social Studies instruction, unplanned and incidental experiences alone cannot be relied on as satisfactory means of teaching them. Instead, a planned programme of teaching situations needs to be devised. The most fundamental beliefs and attitudes that students wrestle with are those related to self. These are commonly referred to as self-concepts. Planned learning activities that encourage students to reflect on their views toward self can be used to introduce the examination of attitudes and values. These activities are referred to as self-concept activities. Three types of self-concept activities that are appropriate if handled well by teachers are sentence completion, self-statements and fantasy.

Sentence completion is one way of encouraging students to verbalise and discuss aspects of self through the use of simple open-ended sentences. This allows students freedom to express their views without fear of sanction. Time is provided for students to listen to each other's views, as well as to state their own.

Self-statements involve the completion of open-end sentences. All the students in a class respond anonymously on blank cards to a single sentence, which the teacher writes on the chalkboard, for example, "I like myself because …." Each student then completes the sentence on his or her card and then turns the card over without showing or telling anyone else what was

written. After the students have finished, all cards are collected face down, shuffled, and then read aloud to the class without comments or request for clarification. This activity may be repeated a number of times during the year.

Fantasy exercises are very potent. Through fantasy, children are often able to express their beliefs and attitudes they otherwise might find difficult to discuss. It also can serve as a highly effective vehicle for gaining insight about our attitudes toward self and others.

Attitude Inventories

One of the ways students can systematically examine, compare and discuss attitudes toward objects other than themselves is through the use of attitude inventories. Depending on the topic and the capabilities of the students they may be able to organise their own surveys and collect and analyze the results. An attitude inventory is constructed by first identifying some attitude object. Along with the object, pairs of objectives are selected that express opposites, for example, happy-sad, rich-poor, good-bad. Any set of adjectives that make sense in relationship to the attitude object being analysed may be used. The suggested number of pairs is no fewer than five and no more than ten. At the top of the sheet is placed the topic, followed by the set of adjective pairs placed at the opposite ends of a continuum that allows seven rating options. In scoring a completed attitude inventory, each point on the continuum is assigned a number from one to seven, with the space next to the positive adjective being assigned the number seven. The spaces in between are numbered accordingly. After students have completed the inventory, it is possible to measure whether each individual's attitudes toward the object are positive or negative.

Semantic Differential

Another technique for surveying attitudes is the semantic differential. The technique measures the attitudes of an individual or group toward any object, individual, place or event. This attitude toward any object can be measured by making six-point scales anchored by adjective opposites. Numbers from one to six are assigned to responses, with six being the most positive rating (Jarolimek, 1971; Nelson, 1992; Martorella, 1994).

Value Clarification

Examining value is important. It is equally important for students to clarify their own values in order to determine what it is they feel most strongly about. Raths, Harmin and Simon have been most closely identified with the value clarification process. Their approach is based on the following four key elements:

1. A focus on life, especially one's own life.

2. An acceptance of what is (in order to view other's values none judgmentally).

3. Further reflection on value beyond mere acceptance.

4. A nourishment of personal powers, that is, the different possibilities of thoughtful self-direction.

According to Nelson (1992), valuing is a process, one that must be practiced and shaped in order for students to distinguish values clearly.

Value Hierarchies

Just as the examination of attitudes and clarification of values are equally important in teaching about values and attitudes so also is the analysis

of values. One of the strategies for analyzing values is establishing value hierarchies. Developing value hierarchies, determining what is higher and a lower priority in our system of values makes us reflect on what is important to us in life. In the intermediate classes, value hierarchies can be approached directly by providing learners with a list of value terms, for example, freedom, wisdom, national security, and discussing their meanings. This can be followed by asking them to organise a set of values in some order from most to least important and engaging them in a discussion of the reasons for their choices. Another way in which the principles of assigning value hierarchies may be made more concrete is through a value decision sheet, which calls for students to translate their value hierarchies into decision about which things are more important than others. A value decision sheet presents a realistic situation and then calls for a decision about priorities in action. Each action reflects a value

(Rokeach, 1968; Jarolimek, 1971; Triandis, 1971; Engle & Ochoa, 1988; Bennings, 1991; Lickona, 1991; Nelson, 1992; Marotorella, 1994).

When students compare their own values with those of their mates they gain a broader perspective on issues. Internalising and comparing the values of others requires students to put themselves in the shoes of others to see and experience life as they do. Dramatisation, role-playing and simulation are excellent techniques for helping students better understand the frames of reference and values of others.

Dramatisation

Drammatisation is the most structured dramatic activity. It requires a prepared script, memorisation of set lines, rehearsal and an audience. It is

principally used to show historical events, to represent life in another period or demonstrate some problem of living, and to represent growth of a movement or idea. It is also used to assist pupils to identify themselves with persons, activities and situations that are being studied. Dramatisation helps sharpen the pupil's power of observation. It gives one insight into the feelings of others by putting oneself in their place. It provides experience in democratic living and can contribute to the development of positive values, attitudes and appreciation of man's struggle for freedom (Clark, 1973; Jarolimek, 1971; Logan & Rimmington, 1969; Martorella, 1994; Michaelis, 1964 & Nelson, 1992).

Role Playing

Role-playing is described by Shaftel and Shaftel (1982:9) as "a group problem-solving method which enables young students to explore human problems in spontaneous enactment followed by guided discussion". Clark (1973, p.73) defines role-playing as "an attempt to make a situation clear or to solve a problem by unrehearsed dramatisation". Role-playing, then, is a spontaneous acting out of a situation arising from inter-personal relations by two or more people to show the emotional reaction of the people in the real situation. It is used to stimulate discussion, to depict a social problem for study, to train in leadership skills, human relationship skills, to acquire insight, sensitivity, and awareness, and to train in more effective problem-solving (Clark, 1973; Jarolimek, 1971; Logan & Rimmington, 1969; Martorella, 1994 & Nelson, 1992).

Simulation

Closely related to role-playing is simulation. Jarolimek (1971) describes simulation as an accurate representation of reality. He further

explains that pupils are simulating family life, for example, when they interact with one another and conduct their affairs as if they actually were the persons whose roles are being performed. Clark (1973) states that simulation combines role-playing and problem-solving, and it consists of students performing a contrived situation that duplicates a real situation or phenomena as closely as feasible so that the students will understand the real situation and or learn about how to perform in real situation. The term simulation game is sometimes encountered. According to Martorella (1994) instructional simulations often called simulation games are any activity designed to provide life-like problem solving experience in the form of a game. Jarolimek (1971) asserts that simulations rely on gaming techniques and consequently are sometimes referred to as "simulation games". However, Kirman (1992) explains that the term simulation game was used originally to denote a classroom game as distinct from a recreational game not designed for a classroom and now the term has taken a new meaning with games that may have some elements of simulation within them as well as simulations having game elements within them. Simulation is highly motivating and enhances interest. Also, it allows pupils to assume more control over their own learning and be less dependent on the teacher (Horn & Cleaves, 1980; Molar, 1980; Van Sickle, 1992). Other learning situations or teaching strategies that help students develop desirable attitudes and values include cooperative learning and fieldwork.

Co-operative Learning

Co-operative learning refers to students working together to achieve a common goal. In addition to usual learning goals, it includes the goal of establishing a collaborative/helping relationship among participants

(McCulloch, 1985). According to Martorella (1994) co-operative (or collaborative) learning refers generally to grouping techniques in which students work toward some common learning goal in small heterogeneous groups of usually four to five students. Co-operative learning techniques motivate students to do their best to help one another, and to organise their thinking through dialogue and elaboration (Johnson &Johnson, 1984; Slavin, 1990; Van Sickle, 1992). In addition to achievement outcomes, researchers have discovered that cooperative learning techniques can promote positive intergroup relations, self-esteem, attendance, and positive attitude toward school and subject being studied (Slavin, 1990, 1991). Cooperative groups foster interdependence, individual accountability, and group processing of information, whereas traditional types do not. Cooperative learning also improves the social acceptance of mainstreamed academically handicapped students by their social normal-progress classmates (Slavin, 1990). In sum, it appears that cooperative techniques can produce positive cognitive and affective outcome. Consequently cooperative learning seems to be a promising method by which social studies teachers can simultaneously achieve both academic and social-moral objectives (Mattingley & Van Sickle, 1991, Aronson et al., 1978).

Fieldwork

Fieldwork is an organized trip to the field by students under the guidance of a teacher for the purpose of confronting and studying basic phenomena and to collect empirical evidence and find answers to questions. Alternatively it is learning activity undertaken by students outside the classrooms so that they may gain knowledge of some of the things which are

of importance in the social, physical and natural milieu of the school or things are not within the environs of the school. Because of how fieldwork is carried out, Pritchard (1984, p.204) describes fieldwork as "the science of selecting, observing evaluating and reporting on phenomena in a specific area". Similarly, Logan and Rimmington (1969) quote, St. Jean and Phillips (1965) as describing it as the discovery of facts through the five senses, seeing, hearing, tasting, feeling and smelling. Fieldwork can take place in the immediate locality of the school. This is normally interspersed with work in the classroom so that both forms of work are fully integrated. It can take place in more distant places for the whole day. This is particularly important for the studies in which there is geographical emphasis, for there is in it the possibility of showing learners the relationship between physical features and human life. It can take place in a distant place extended over several days. This kind needs very careful planning. Fieldwork plays a significant role in the attainment of affective objectives of Social Studies education. It brings about co-operation between teachers and students. It fosters democratic practices such as freedom of association, expression and choice, support for majority decision and recognition of minority opinion. It also leads to the development of desirable social attitudes such as tolerance, co-operation, interdependence and mutual respect. Fieldwork helps in instilling in students the sense of personal obligation to the group and willingness to make personal sacrifices for the common good of the group (Jarolimek, 1971; Martorella, 1994; Tamakloe, 1998).

The Need for Evaluating Affective Objectives

Perhaps most important, the use of the Taxonomy focuses attention on the intellectual emphasis in the curriculum of our schools, and on reading and writing rather than listening and speaking. It was all too apparent that the assessment of the outcomes of the curriculum paid little regard either to affective behavior or to motor behaviour; pupils might write about their feelings, but they did not have the opportunity to display them; they might describe how to do things, but they did not actually have to do them; they might know that, but not necessarily know how (Mathews, 1989).

However, if the aims of the school include outcomes, then it has the obligation to evaluate the effectiveness of the curriculum in forming those behaviours. If it does not evaluate them, it has no evidence on which to base modifications of its curriculum and teaching methods, failure to evaluate leads to eventual disregard for the affective aspect of education and an overemphasis on verbal-conceptual instruction.

If a curriculum purports to bring about affective outcomes, then formative and summative evaluation of it should provide an assessment of its process towards a final success in fostering these outcomes (Bloom et al., 1971; Grolund, 1976).

Methods of Assessing Affective Outcomes

Attitudes which are of much concern to Social Studies education are exceptionally difficult to evaluate. If one asks people how they feel about something, one cannot be sure whether to believe what they say.

Assessment of affective objectives can be made by means of self-report and observation approaches. The self-report approach to assessment of

affective objectives can be exemplified through the use of verbal interview, dramatisation, essay test questions, simulation and role-playing. The observation approach can be accomplished through the use of checklists, rating scale, anecdotal record and unobtrusive measure.

Verbal Interview

The interview involves a face-to-face encounter of the interviewer, who asks carefully developed questions, and the respondent. It can be structured or unstructured in format. In the structured interview, the wording and sequence of questions are fixed. The interviewer is given little or no freedom to deviate from the fixed schedule except to clarify misunderstanding or ambiguities. His job is to present the questions to the respondent and record his answers. In the unstructured interview, a limited number of key questions about the topics of interest are constructed in order to minimize the analytic values of the responses, but within these limitations the interviewer listens and probes rather than leads. This approach is non-directive and the interviewer has almost unlimited freedom to explore subtle nuances, thereby clarifying a respondent's answers. In employing the unstructured interview, the teacher must be careful not to lead the respondent or influence him so that he gives what he considers to be the expected answer (Bloom et al, 1971; Best & Khan, 1989; Charles, 1988; Rummel, 1964).

Essay Test Questions

Values are special form of affective goal in Social Studies. They are affective in their nature but cognitive in their development because they must be rationally attained to be democratic. An essay question can be described as a question which gives the student the freedom to compose his or her response

to items usually in the form of a number of logically arranged and related sentences. The essay test question can be used to assess desirable democratic values. Another approach to the assessment of values is to present students with a 'value sheet'. With this students are required to take position on some provocative statement that clarifies their stance (Bloom et al., 1971; Nelson, 1992; Martorella, 1994; Tamakloe et al., 1996).

Simulation and Role-Playing

Simulation and role-playing technique facilitate consideration of affective matters that entail beliefs, attitudes, values and moral choices. They aid by allowing students to "take on a role", step outside their usual perspective on issues and explore alternatives (Martorella, 1994). Simulation and Role-Playing as techniques for assessment of affective outcomes the observer must be wary of his conclusions (Bloom et al, 1971; Nelson, 1992; Martorella, 1994).

Observational Techniques

The researcher thinks that the observational technique could take the form of rating scale with a teacher or outside observer doing the rating. For example, the teacher or an outsider observer could rate an individual's performance during class discussion on a five-point-scale: strongly favorable, favorable, neutral, unfavorable, strongly unfavorable, on whether a student is willing to try to cooperate with others in arriving at a situation. However, according to Bloom, et al. (1971) the rating scale has often been misused because of the problem of the halo effect and differential response tendencies. Classroom discussion is often an inadequate indicator of attitudes for two reasons: first, many students remain relatively silent during discussion and it is

difficult to determine their attitude; and second, those who get involved often overstate their position during controversy. However, if either observational information or results obtained by the role-playing or sentence completion technique is available and it confirms the results of the rating scale, then the conclusion drawn about a student's attitudes assumes more validity (Banks, 1990; Nelson, 1992; Martorella, 1994.

Socio-metric Devices

Socio-metric devices are useful for showing the structure of groups and subgroups in a class, and to show the relationship of an individual pupil to the group and to his/her associates (Clark, 1973). They are used to evaluate growth in social relations, and/or to observe changes in the social structure of a group. In order to be used effectively for either purpose, they should be applied more than once to the group. Data collected in this manner indicate the structure of the group at the time data were obtained and in terms of the reason for which the pupils made their choices. Social relationship change, and with young children these changes occur frequently.

Socio-metric devices when carefully administered "will be helpful to the teacher in appraising the extent to which (1) peripheral children have on greater acceptance by the group, (2) leadership roles have shifted, (3) preferences of children for one another have changed, and (4) strong in-groups have become more flexible" (Jarolimek, 1971, p.493).

Construction and Administration of Instruments

The principles for construction of instrument or test items are:

1. defining objectives.

2. developing a table of specification.

3. developing instruments or test items which fit the application cells of the Matrix

4. choosing instrument or items which test various cells by sampling in some rational way

5. assembling instruments or items according to some systematic plan.

6. developing directions for the examinees which unambiguously tell them the ground rules (Bloom et al., 1971).

Defining Objectives

Education is a systematic process which helps the learner change in various intended ways. These desired changes in the learner become the primary focus for direction and assessment. If objectives are successfully clarified and clearly expressed, it becomes possible to plan assessment procure more intelligently. This underscores the need for defining objectives (Bloom, et al., 1971).

Developing Specification Table

A two-axis table of specification drawn up before item writing (or instrument designing) begins can serve as a valuable guide while item writing (or instrument designing) progress. An outline of major content areas to be covered is listed on one axis whereas a concise statement of behavioural objective is listed on the other. The relative emphasis that each content category and each objective should receive is indicated by the number of items

allotted to the various cells on the grid. This should be a reflection of the relative emphasis given to these areas in the course itself. The chief value of the table is that it serves as reminder to create items that embody behavioural objective beside the factual recall type (Nelson, 1970; Grolund, 1976; Bloom, et al., 1971 Kubizy & Borich, 1984).

Developing Test Instruments

In developing test instrument, which fit the application cells of the matrix there, is one basic rule to keep in mind: the learning outcome and conditions described in the objectives. This rule will assure that the test being developed will have content validity. In summary, ensuring content validity is as simple as making sure that both the learning outcomes and conditions called for by the teacher's test items or instruments matches the learning outcomes and conditions called for by the teacher's instructional objectives for the various cells of the matrix (Bloom et al, 1971; Kubiszy & Borich, 1984).

Choosing Test Instruments

Sampling does the choice of test instruments, which test the various calls, in some rational way to reflect the coverage of the various aspects of the content. This is also done to ensure content validity. A sample across the whole table is one possibility. A highly select sampling of complex end behaviours is another. One can obtain a sampling across the entire of specification by assigning numbers to all test items, along whatever lines one wishes and using the numbers for a sampling across content or themes, or both. I (Bloom et al., 1971; Kubiszy & Borich, 1984).

Assembling Test Instruments

Assembling of test instruments according to some systematic plan involves packaging the test and reproducing the test. Packaging the test entails grouping together items of similar format, arranging test items from easy to hard, property spacing items, keeping items and options on the same page, placing illustrations near the descriptive material, checking for randomness in the answer key where application, deciding how students will record their answers, providing space for test taker's name and date, checking test which is the last stage of assembling is done in the schools on ditto machines (Bloom et al., 1971; Kubiszy & Borich, 1984).

Developing Directions for Examinees

Developing directions for the examinees which unambiguously tell them the ground rules are to ensure that the examinees do not have any doubt as to what is expected of them in terms of the number of questions they are to attempt, how to record answers and criteria for scoring. In the case of affective instruments students must be assured of anonymity or freedom from grading and criticism of their performance as well as the treatment of their result in a confidential unthreatening manner by the school authorities (Bloom et al, 1971; Kubiszy & Borich, 1984).

Administering Test

In administering the test, the teacher in the first place must try to induce a positive test-taking attitude. This consideration must be kept in mind long before the test is actually distributed. It helps to keep the main purpose of classroom testing in mind. Secondly, the teacher must try minimizing the

achievement aspect of the test. The teacher must remember always to make reassuring or motivational comments individually to students. Thirdly, teachers must try to equalize the advantages test-wise students have over non test-wise students, since they are interested in student achievement, and not how test-wise a student is. The results will be more valid if the advantages of test-wise ness are minimized. This can be done by instructing the class when it is best to guess or not guess at an answer and also reminding them about general test-taking strategies. Fourthly, the teacher must avoid surprises. He must be sure his students have sufficient advance notice of a test. Fifthly, the teacher must clarify the rules by informing students about the time limits, and any special considerations about the answer sheet before distributing the test. Sixthly, after handing out the tests, the teacher must remind students to check page and item members to see that none has been omitted; and remind them to write their names on their papers. Seventhly, while students are completing their tests, the teacher must monitor them. While it would be desirable to trust students not to look at one another's paper, it is not realistic. Finally, the teacher must give them warnings and collect test uniformly. This is to save time and minimize lost papers (Grolund, 1976; Kubiszy & Borich, 1984).

Scoring the Test

To save scoring time and improve scoring accuracy and consistency, answer or scoring scheme is prepared in advance, the answer key or scoring scheme is then checked by teachers and if possible it is checked by colleagues to identify possible alternative answers and if possible potential problems. Teachers score "blindly", that is, they try to keep a student's name out of sight to prevent their knowledge about, or expectation of, the student from

influencing the score, and if possible the teachers double-check the scoring. Scoring errors due to clerical error occur frequently. Finally, before returning the scored papers to students, the teacher must be sure that he has recorded the scores of students in his record book (Nelson, 1970; Kubiszy & Borich, 1984).

Summary

In conclusion, the literature review of the study, teaching and assessment practices in the affective domain of Social Studies surveyed. Areas considered were historical overview of Social Studies, objectives of instruction in Social Studies; taxonomy of affective educational objectives; definitions of affective objectives in behavioural terms, teaching strategies for affective outcomes; the need for evaluating affective objectives; methods of assessing affective outcomes; construction and administration of instruments and scoring of tests.

CHAPTER THREE

METHODOLOGY

In this chapter a discussion is made of the research design used for the study, target population, sample and sampling techniques. It describes the development and design of the data collection procedure and discusses the procedures for coding and data analysis. The design of the study and the method used to administer the questionnaire are also presented. Finally, the procedure that was employed to analyse the study is explained.

Research Design

Descriptive survey design was used. It is a research design, which is non-experimental because it studies relationships between non–manipulated variables in a natural rather than artificial setting. It basically inquires into the status quo and attempts to measure what exists without questioning why it exist (Ary 1985).The research design is concerned with current practices as related to the teaching of social studies in the Junior High Schools (JHS).

Research Setting

The study was undertaken in Cape Coast Metropolis in the Central Region. With a population of about 250,000, the area was chosen in terms of its educational infrastructure, enrollment, performance and the fact that the teaching personnel studies conducted by the Ghana Education Service (GES, 2000) indicated that teachers' attitude towards the assessment of affective

domain outcomes was not encouraging. Due to the peculiar nature of assessing affective domain outcome most teachers turn to neglect this aspect. It is against this background that the Cape Coast Metropolis was chosen in view of its accolade as an important educational centre of Ghana.

Population

The target population was all Social Studies teachers in the Cape Coast district which had been grouped into eight zones. Each zone was made up of a maximum of ten basic schools. The accessible population to the researcher was however, all Social Studies teachers in the J.H.S. Random sampling was used in the selection of the accessible population. The four accessible population zone selected were the OLA, Bakano, Abura and Cape Coast Zones all in Cape Coast.

Each zone was basically made up of ten (10) schools and therefore the four zones selected gave a total of 40 Social Studies teachers. This, the researcher believed would make the collection of the necessary information easy.

Sample and Sampling Techniques

A sample size of forty (40) Social Studies teachers from the 40 selected schools in the Cape Coast Metropolis where Social Studies is offered as a core subject was used for the study. A convenience sampling technique was used in selecting the sample. A convenience sample is a group of individuals who (conveniently) are available for study (Frankel &Wallen, 1993). This researcher, based on her previous knowledge of the population and the purpose of the research selected all Social Studies teachers from the 40

selected schools as the sample for the study. The sampling technique was to ensure the representativeness of the sample.

Social Studies were a core subject in all basic schools in Ghana. All Social Studies teachers in the selected zones therefore become automatic members of the sample. It is evident here that the sampled population was small but all the same was the rightful target to elicit the necessary information during the research. It was irrelevant to adopt any other sampling technique because all Social Studies teachers became automatic members of the sampled population as stated already.

Instruments

In consonance with the issues raised in the research questions, both open and close ended questions were used to collect the required data for the study. The questionnaire and interview guide selected as instruments were chosen because the teachers were literate and hence could express themselves. The instruments were also designed alongside the research questions raised to ensure that the questions would elicit the require information to achieve the objectives of the study. The instruments consisted of 26 items which reflected the set objectives for the study. The item in the first section that is, items 1-9 sought information about the personal background of the respondents.

The second section that is, items 10 – 15 were designed to collect data on respondents' knowledge and use of strategies in the teaching of affective objectives of social studies. The third section which consisted of items 16 – 22 sought information on construction of affective assessment instruments while the items in the final section were designed to collect data on the administration and scoring of instruments.

Limitation

The self-report nature of the questionnaire, the major instrument used for the collection of data from the respondents was the main limitation. This was so because there was the possibility of the respondent making some false declaration to impress the researcher even though the questionnaire contained inbuilt mechanism to forestall such situations. Due to limited time and financial constraints faced by the researcher, it became evident that she could not cover all the desired schools in cape coast where social studies was taught. The selection of only forty (40) teachers from four zones was a weakness that can be attributed to time and financial constraints. This weakness has been a major limitation to the researcher's work throughout the period.

Data Collection Procedure

Copies of the questionnaire were administered personally by the researcher to the forty teachers selected from four zones in the Cape Coast Metropolis. In each school there was a self introduction and explanation for the purpose of the visit of the researcher and the objective of the study. The relevance of the study and limited time facing the researcher were also made clear to the participants. This was to motivate e used two weeks in the collection of the questionnaires.

Data Analysis

First, the field data were edited and verified to ensure consistency in the responses by the respondents. All the items in the questionnaire were then coded and inputted into the computer. Next, the data were analysed using Statistical Product and Service Solution (SPSS). The data was analysed using frequencies and percentages.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the results and discussions of the study. The results and discussions have been presented sequentially as outlined in the objectives of the study.

Demographic Characteristics of Respondents

The objective of the demographic characteristics was to find out more about the respondents. Therefore, the results on the demographic characteristics covered the number of schools, sex, number of years of teaching and highest academic qualification of the respondents.

Table 1

Distribution of Sex of Respondents

Sex	Frequency	Percentage (%)
Female	18	45.0
Male	22	55.0
Total	40	100.0

Source: field survey (2008)

Table 1 represents the sex distribution of the respondents which was 18 females as against 22 males. The result gives a good picture of the population of male teachers as compared to the females in the teaching of Social Studies.

Table 2

Distribution of Number of Years of Teaching

No. of Years	Frequency	Percentage (%)
1-5	13	32.5
6-10	15	37.5
11-15	7	17.5
16-20	3	7.5
21 and Above	2	5.0
Total	40	100.0

Source: field survey (2008)

Table 2 represents the number of years of teaching of respondents. Majority of the respondents were within the category of 6-10 years. The group (6-10yrs) had the highest frequency of 15 representing 37.5%.

Table 3

Distribution of Highest Academic Qualification

Qualification	Frequency	Percentage (%)
Cert A	25	62.5
Diploma	12	30.0
Bachelor	3	7.5
Any other	-	0
Total	40	100.0

Source: field survey (2008)

Table 3 represents the highest academic qualification of the respondents. The table shows that majority of the respondents held three year post secondary certificate A, representing 62.5%.

Table 4

Distribution on Number of Years in Teaching Social Studies

No. of Year(s)	Frequency	Percentage (%)
1-5	18	45.0
6-10	12	30.0
11-15	6	15.0
16-20	3	7.5
21 and Above	1	2.5
Total	40	100.0

Source: field survey (2008)

Table 4 represents the number of years of teaching Social Studies of respondents. The modal category of the respondents was within 1-5 years. This group had the highest frequency of 18 representing 45.0% which forms the largest group among the total respondents.

Table 5

Distribution of Number of In-service Training Courses in the Methods of Teaching Integrated Social Studies Attended by Respondent

No. of Courses	Frequency	Percentage (%)
None	22	55.0
One	10	25.0
Two	7	17.5
Three	1	2.5
Total	40	100.0

Source: field survey (2008)

Table 5 represents the responses provided related to the number of in-service training courses in the methods of teaching Integrated Social Studies. Majority; (22) 55.0% of the teachers had no in-service training. Ten representing 28.6% were respondents who had in-service training just once in the methods of teaching Social Studies. Seven representing 17.5% of the respondents had in-service training twice. Only one respondent representing 2.5% had in-service training on three occasions. From the total number of respondents, only one respondent have had more in service training in integrated Social Studies.

Table 6

Number of In-service Training Courses in Educational Measurement and Evaluation Attended by Respondents

No. of Courses	Frequency	Percentage (%)
None	29	72.5
One	5	12.5
Two	3	7.5
four and above	3	7.5
Total	40	100.0

Source: field survey (2008)

The data collected on Training in Educational Measurement and Evaluation revealed that majority, 29 (72.5%) had taken pre-service training course in Educational Measurement and Evaluation. They were graduates of University of Cape Coast and other Diploma Awarding Institutions for the training of professional teachers. In these institutions, "Educational Measurement and Evaluation" is one of the compulsory professional courses.

Table 3 shows the distribution of number of in-service training courses in "Educational Measurement and Evaluation" attended by the respondents. It indicates that majority, 29(72.5%) of the respondents had never attended any in-service training course in Educational Measurement and Evaluation.

Teaching in the Affective Domain

This section examines the teaching practices of the tutors in the affective domain in relation to the research questions raised. The research questions raised were in the areas of direct teaching in the affective domain, definition of affective objectives in behavioural term; knowledge about the taxonomic internalisation levels of the affective domain; and use of methods and techniques of teaching which result in the development of the affective domain.

Direct Teaching in the Affective Domain

Affective behaviours develop when appropriate learning experiences are provided for students. Unplanned and incidental experiences alone cannot be relied upon as a satisfactory means of teaching affective behaviour, hence the need to teach them directly through a planned programme of a teaching situation. Responses to the rate of teaching directly in the affective domain are presented in table 8.

Table 7

The Rate of Teaching Directly in the Affective Domain by the Respondents

Rate	Frequency	Percentage (%)
Regularly	20	50.0
Occasionally	16	40.0
Rarely	4	10.0
Total	40	100.0

Source: field survey (2008)

The data in Table 7 show how often the respondents taught directly in the affective domain. From the table, majority of the respondents representing 20 (50.0%) regularly taught directly in the affective domain. The data indicate that the modal category, 16 (40.0%), of the respondents occasionally taught directly in the affective domain. By calculation on the average the tutors occasionally taught directly in the affective domain.

Defining Affective Objectives in Behavioural Terms

Data on the definition of affective objectives from the respondents revealed that out of the 40 respondents majority, 29 (72.5%) , indicated that they defined their affective objectives in behavioural terms while only 11(27.5%) indicated that they did not define their affective objectives in behavioural terms. The respondents assigned various reasons for either defining their affective objectives in behavioural terms or not. Table 8 show the reasons given for defining affective objectives in behavioural terms and those given for not defining affective objectives in behavioural terms respectively.

Table 8

Reasons for Defining Affective Objectives in Behavioural Terms by Some Respondents

Reasons	Frequency	Percentage (%)
Demonstration of observable effective behaviour by student	9	31.0
for objective measurement of traits	3	10.3
Facilitation of achievement of specific objectives	2	6.9
Miscellaneous	12	41.5
Non-response	3	10.3
Total	29	100.0

Source: field survey (2008)

The data in Table 8 reveal that out of the 29 respondents who indicated that they defined their affective objectives in behavioural term, 12 (41.5%) gave miscellaneous reasons while the rest with the exception of 3 (10.3%) gave three other similar reasons (See Appendix A for a comprehensive list of the responses under their respective headings)

Table 9

Reasons for not Defining Affective Objectives in Behavioural Terms by Some Respondents

Reasons	Frequency	Percentage (%)
affective objectives are achieved in the long run	3	27.3
affective objectives are difficult to measure	2	18.1
affective domain is taught indirectly	3	27.3
non-response	3	27.3
Total	11	100.0

Source: field survey (2008)

Table 9 indicates that 3 (27.3%) each of the 9 respondents who confirmed that they did not define their affective objectives in behaviour terms assigned three different reasons for their stance. The results of the analysis of the data indicate that most of the respondents 29 (72.5%) defined their affective objectives in behavioural terms and were also aware of the reasons for defining objectives in behavioural terms.

Taxonomic Internalisation Levels and Learning Experiences of the Affective Domain.

Just as the definition of the affective objective in behaviour terms serves as a model or plan that shapes and guides the teaching and assessment process so does the knowledge of taxonomic internalisation levels and learning experiences of the affective domain. Data were therefore collected on this subject matter.

In response to item 11 of the questionnaire, "Do you have adequate knowledge about the five levels of internalisation of the Affective Taxonomy Continuum arrange in order of degree?",31(77.5%) of the respondents responded in the negative while 9 (22.5%) responded in the affirmative. When those who responded in the affirmative were further asked to arrange the categories or levels which had been listed in alphabetical order according to how they occur in the classification (making one (1) as the lowest order through to five (5) as the highest order), to cross-check their actual knowledge of the levels of internalisation, seven of the nine respondents could correctly arranged the categories while the rest, two (2) had theirs wrongly arranged. The result of the analysis indicates that a large number of the respondents, 31(77.5%) did not have adequate knowledge about the taxonomic internalisation levels of the affective domain.

Teaching in the Affective Domain Implies Teaching Attitudes and Values

Unplanned and incidental experiences alone cannot be relied on as satisfactory means of teaching attitudes and values. A planned programme of teaching situations needs to be devised as affective behaviours develop only when appropriate teaching methods and strategies are employed by teachers.

The data in Table 10 below show the extent to which the respondents used teaching methods and techniques that result in the development of the affective domain.

Table 10

The Use of Cooperative Learning Technique by Respondents

Response	Frequency	Percentage (%)
Regularly	20	50.0
Occasionally	10	25.0
Rarely	7	17.5
Never	3	7.5
Total	40	100.0

Source: field survey (2008)

Table 10 shows how often the respondent used co-operative learning technique of teaching for affective outcomes. It indicates that majority of the respondent, 20 (50.0%) used it regularly. The calculated mean response of the use of cooperative learning technique by the respondents was "occasionally".

Table 11

The use of Dramatisation Technique by Respondents

Response	Frequency	Percentage (%)
Regularly	9	22.5
Occasionally	14	35.0
Rarely	11	27.5
Never	6	15.0
Total	40	100.0

Source: field survey (2008)

Table 11 shows how often the respondents used Dramatisation Technique of teaching for affective outcomes. It reveals that 14 (35.0%) occasionally used the dramatisation technique.

Table 12

The Use of Fieldwork Technique by Respondents

Response	Frequency	Percentage (%)
Regularly	5	12.5
Occasionally	23	57.5
Rarely	10	25.0
Never	2	5.0
Total	40	100.0

Source: field survey (2008)

The data in table 12 show how often the respondents used the Fieldwork Technique of teaching. The data reveal that majority of the respondents 23 (57.3%) occasionally used the technique.

Table 13

The Use of Role-Playing Technique by Respondents

Response	Frequency	Percentage (%)
Regularly	4	10.0
Occasionally	22	55.0
Rarely	12	30.0
never	2	5.0
Total	40	100.0

Source: field survey (2008)

The data in table 13 show how often the respondents used Role-Playing technique of teaching for affective outcomes. The data indicate that majority, 22 (55.0%) of the respondents used the technique occasionally. The

calculated mean response for the use of the technique by the respondents was "occasionally".

Table 14

The Use of Simulation Technique by Respondents

Response	Frequency	Percentage (%)
Regularly	3	7.5
Occasionally	9	22.5
Rarely	17	42.5
Never	11	27.5
Total	40	100.0

Source: field survey (2008)

The data in Table 14 show how often the respondents used simulation technique of teaching. The table reveals that the modal class, 17(42.5%), of the respondents rarely used the simulation technique of teaching. The calculated mean frequency of the use of the technique by the respondents was also rarely.

Table 15

The use of Value-Clarification Technique by Respondents

Response	Frequency	Percentage (%)
Regularly	3	7.5
Occasionally	15	37.5
Rarely	12	30.0
never	10	25.0
Total	40	100.0

Source: field survey (2008)

The data in Table 15 show how often the respondents used Value-Clarification Technique of teaching to affect affective learning outcomes. The data in the table reveal that the modal category, 15 (37.5%) of the respondents occasionally used the value-clarification technique. The calculated mean response for the use of the technique by the respondents was rarely.

Table 16

The use of Discussion Method by Respondents

Response	Frequency	Percentage (%)
Regularly	33	82.5
Occasionally	4	10.0
Rarely	3	7.5
never	-	-
Total	40	100.0

Source: field survey (2008)

The data in Table 16 show how often the respondents used Discussion Method of teaching for the realisation of affective outcomes. The data reveal that the modal category, 33 (82.5%) regularly used the discussion method.

Table 17

The Use of Lecture Method by Respondents

Response	Frequency	Percentage (%)
Regularly	13	32.5
Occasionally	18	45.0
Rarely	7	17.5
Never	2	5.0
Total	40	100.0

Source: field survey (2008)

The data in Table 17 show how often the respondents used Lecture Method to affect affective outcomes. The data reveal that majority of the respondents, 18 (45.0%), occasionally used the method. The calculated mean responses for the rate at which the respondents used lecture method in teaching affective outcome was "occasionally".

Table 18

The Use of Inquiry Method by Respondents

Response	Frequency	Percentage (%)
Regularly	20	50.0
Occasionally	15	37.5
Rarely	3	7.5
never	2	5.0
Total	40	100.0

Source: field survey (2008)

The data in Table 18 show how often the respondents used Inquiry Method of teaching for affective outcomes. The data indicate that most of the respondents, 20(50.0%) regularly used the method. The calculated mean response for the rate at which the respondents used inquiry method was "occasionally".

The sum total of the result of the analysis of the data on the extent to which the respondents used various methods and techniques of teaching which result in the development of the effective outcomes indicate that little attention was paid to instruction in the affective domain.

Construction and Use of Assessment Instruments

Affective behaviours can be developed in students when appropriate teaching methods are employed by teachers. In the same vein affective objectives can only be assessed when appropriate assessment instruments are constructed and used. This section therefore analyses the data on the construction and use of affective assessment instruments by the sampled teachers.

Of the 40 respondents, 27(67.5%), stated that they were conversant with the instruments or methods used for assessing affective objectives (outcomes). The data in Table 19 show the instruments or methods used by the respondents for assessing affective outcomes. The table reveals that the 40 respondents used varied methods including observation, interviews, essay type and objective test, questionnaire and socio metric devices.

Table 19

Instruments/Methods Used by the Respondents for Assessing Affective Outcomes.

Response	Frequency
Observation	23
Interview	12
Essay type and Objective test	1
Questionnaire	3
Socio-metric Devices	1
Total	40

Source: field survey (2008)

The instruments were arranged in the following order observation, interviews, and essay type and objective test, questionnaire and socio metric devices. Of the five instruments used by the respondents, observation had the highest frequency representing a total of 23 respondents. This was followed by interview which was used by 12 respondents. The next to follow was essay type and objective test which was used by one respondent. It was followed by questionnaire which was used by 3 respondents. Socio-metric device was also used by only one respondent.

The data in Table 20 show the distribution of assessment instruments most frequently used by the 23 respondents who indicated that they were conversant with the instruments. The data reveal that the most frequently used instrument was observation.

Table 20

Most Frequently Used Instrument by Respondents

Responses	Frequency	Percentage (%)
Observation	23	5 7.5
Interview	12	30.0
Questionnaire	3	7.5
Essay Type Test	1	2.5
Socio-metric Device	1	2.5
Total	40	100.0

Source: field survey (2008)

The results of the analysis of the data in Table 20 indicate that a fairly large number of the respondents were conversant with a few affective

assessment instruments but only few of the instruments were used by the respondents. The most widely and frequently used instrument was observation

Table 21

Instruments Used by Respondents to Ascertain the Attainment of Desirable Democratic Values by Pupils

Instruments	Frequency	Percentages
Sentence-completion	8	20.0
Role-playing	7	17.5
Essay question	22	55.0
Any other	3	7.5
Total	40	100.0

Source: field survey (2008)

The data in Table 21 show the distribution of instrument(s) used by the respondents to find out their students' feelings about the behaviour of others. The table reveals that out of the 40 respondents majority of the respondents 22 (55.0%) preferred to used the Essay question. while only seven (17.5%) used Role-Play. Also three (7.5) used any other instrument to find out their students' feelings about the behaviour of others.

Table 22

Instrument(s) Used by Respondents to find out Students' Feelings about the Behaviour of Others

Instruments	Frequency	Percentage
Sentence-completion	22	55.0
Role-playing	4	10.0
Essay question	8	20.0
Any other	6	15.0
Total	40	100.0

Source: field survey (2008)

Since the appropriate instrument for finding out learners' feelings about he behaviour of others is role-playing, the result of this analysis indicates that most of the respondents did not use the most appropriate instrument for finding out their students' feelings about the behaviour of others (Bloom, Hastings & Madaus, 1971).

Ranking of Problems Faced in the Construction of Affective Assessment Instruments is presented in Table 23.

Table 23

Problems Faced in the Construction of Affective Assessment Instruments

Problem	Frequency	Percentage (%)
How to construct affective instruments	11	27.5
Not conversant with most of the instruments	3	7.5
The type of instrument to use	2	5.0
Lack of materials on the subject	2	5.0
Difficulty in using various instruments in measurement	2	5.0
How to choose the best item	1	2.5
Not applicable	19	47.5
Total	40	100.0

Source: field survey (2008)

The data collected from the respondents in respect of difficulty in the construction of affective assessment instruments or otherwise indicated that majority, 19 (47.5%) faced difficulty in constructing affective assessment instruments (items) while 11(27.5%) did not face any difficulty. The data in Table 23 show the problems faced by the respondents. The table reveals that the problem faced by majority of them is how to construct the affective instruments.

Administration and Scoring of Instruments

The guiding principle in the administration of a test is to provide all examinees with a fair chance to demonstrate their ability on what is being measured. This section, therefore, analyses data on the number of times in a term respondents tested their students in the affective domain; how

respondents devised situations/ techniques that allowed their students to show the desired affective behaviours; assurance on non-criticism of students' performance in affective tests; confidentiality of affective test results; and methods of scoring affective essay questions.

Table 24

Number of Affective Tests Conducted in a Term by Respondents

Average	Frequency	Percentage (%)
Nil	8	20.0
Once	6	15.0
Twice	10	25.0
Thrice	8	20.0
Four	7	17.5
Non-response	1	2.5
Total	40	100.0

Source: field survey (2008)

The data in Table 24 show the number of times in a term the respondents on the average tested their students in the affective domain. The table indicates that the modal category of the respondents was

10 (25.5%). They tested their students twice in a term.

Table 25

The Rate at which Respondents Devised Situations which allowed Students to show Desired Affective Behaviours.

Rate	Frequency	Percentage (%)
Very often	2	2.5
Often	14	35.0
Not often	12	30.0
Not applicable	12	30.0
Total	40	100.0

Source: field survey (2008)

The data in Table 25 show how often the respondents devised situations/techniques which allowed their students to show the desired affective behaviours. The table reveals that 14 (35.0%) of the respondents often devised such situations/techniques. The result of this analysis indicates that most of the respondents did not very often devise situations/techniques which allowed their students to show the desired affective behaviours.

Table 26

How Often Respondents assured their Students that their Performance in Affective Tests would not be Criticised.

Rate	Frequency	Percentage (%)
Regularly	15	37.5
Occasionally	10	25.0
Rarely	5	12.5
Never	5	12.5
Non-response	5	12.5
Total	40	100.0

Source: field survey (2008)

The data in Table 26 show how often respondents assured their students that their performance in the test for affective outcomes would not be criticizsed.

The data reveal that 15 (25.0%) of the respondents regularly assured their students that their performance would not be criticised. The result of this analysis indicates that the respondents occasionally assured their students that their performance in affective tests would not be criticised since the calculated mean for all the respondents is "occasionally".

Table 27

How often Respondents assured their Students that their Results in the Test for Affective Outcomes would be treated in a Confidential Manner

Rate	Frequency	Percentage (%)
Regularly	18	45.0
Occasionally	9	22.5
Rarely	3	7.5
Never	7	7.5
Non-response	3	17.5
Total	40	100.0

Source: field survey (2008)

The data in Table 27 show how often respondents assured their students that their results in the tests for affective outcomes would be treated in a confidential manner by the college authorities. The data indicate that 18 (45.0%) of the respondents assured their students that their results in the tests for affective outcomes would be treated confidentially.

The calculated mean response for the respondents is "occasionally". The result of the analysis is that the respondents occasionally assured their students that their results in affective tests would be treated confidentially. The overall result of the analysis of the data on administration of affective tests is that the respondents occasionally followed the essential principles of administering affective tests.

Methods of Scoring Affective Essay Questions

Scoring essay questions is highly subjective. It is therefore very necessary that much care is exercised to reduce subjectivity to the barest minimum so as to improve scoring accuracy and consistency. In this way the true picture of the student's feelings, attitudes and values can be constructed.

The data gathered on methods of scoring affective essay questions indicated that out of the 40 respondents, 30 (75.0%) used the analytic method in scoring their essay questions for affective outcomes while only seven (17.5%) used the holistic method. The rest three (7.5%) did not respond to the item. The data in Tables 28 and 29 show the reasons why the respondents preferred using the holistic and analytic methods respectively.

Table 28

Reasons for Preferring Holistic Method

Reason	Frequency	Percentage (%)
It gives general impression in terms of behaviour of student	7	17.5
It gives the best desired result	2	5.0
It reduces too much work	1	2.5
Not applicable	30	75.0
Total	40	100.0

Source: field survey (2008)

Table 28 reveals that the reason given by seven (17.5%) of the respondents for preferring the holistic method is that it gives general impression in terms of behaviour of students.

Table 29

Reasons for Preferring Analytic Method

Rate	Frequency	Percentage (%)
It guides in looking for specific expected Outcome	6	15.0
It ensures objectivity, fairness and accuracy In allocating marks	6	15.0
It gives a wide range of behavioural Outcome to consider	5	12.5
It gives general behaviour of the students	3	7.5
Familiarize its use	2	5.0
It ensures standardisation and efficiency	1	2.5
Not applicable	17	42.5
Total	40	100.0

Source: field survey (2008)

Table 29 indicates that the reasons given by six (15.0%) or the largest number of respondents for preferring the use of the analytic method for scoring their affective essay questions were that it guides in looking for specific expected outcomes, and it ensures objectivity, fairness and accuracy in allocating marks. The result of these analyses indicate that majority of the respondents did not use the appropriate method for scoring essay questions for

affective outcomes, since grade penalties and rewards are not associated with performance of students on the instrument (Bloom, Hastings & Madaus, 1971). The reason is that the direction which a student may take in answering an essay question for affective outcome would be extremely difficult to predict or foresee. The essay would have to be examined on an individual basis depending on the evidence selected to support or disapprove of any position taken. Thus, most of the respondents were not aware of the underlying principles for scoring affective essay tests.

Discussion

In this chapter, the findings resulting from the analysis of the data gathered from the respondents are critically examined and discussed in relation to alternative or supporting views stated in the literature review, theory or other sources read or known. The discussion is done with respect to the findings under the following sections - academic and professional characteristics of the respondents; teaching in the affective domain; construction and use of instruments for assessing affective objectives; administration and scoring of instruments; and hypotheses tested.

Academic and Professional Characteristics of Respondents

Teaching is both an art and a science, hence the academic and professional training for the acquisition of both the art and science of teaching by teachers are very crucial. The discussion of findings of the analysed data on the academic and professional characteristics of the respondents is of paramount importance in the study. This is because both academic and professional training have great influence on teaching and assessment in the affective domain.

It was found from the analysis of the data on academic and professional characteristics of the respondents that academically; majority (88.6%) of the respondents were holders of bachelor's degree'; and professionally, majority 80% of them, had qualifications higher than a Certificate in Education. The implication of these findings is that the sampled tutors are academically and professionally qualified to teach and assess Social Studies,

Moreover, the analysis of the data on teaching experience (number of years of teaching) of the respondents revealed that on the average the respondents had 11 - 15 years of teaching experience. This implies that the tutors had had enough teaching experience to enable them to discharge their professional responsibility of teaching and assessing in all the three domains of the taxonomy of educational objectives-cognitive, affective and psychomotor domains.

Furthermore, it was found from the analysis of the data on the teaching experience of the respondents in the area of Social Studies that majority of the respondents (54.3%) had taught Social Studies for I - 5 years; while on the average the respondents had taught Social Studies for 6 -10 years. The implication of this revelation is that the tutors were more likely to be aware that the types of knowledge, comprehension, and skills that are stressed in the Social Studies Programme depends on the affective goals that are considered as central (Bloom, Hastings and Madaus, 1971) since they had taught the subject for a considerable number of years.

Again, the analyses of the data on pre-service training and in-service training in the methods of teaching Social Studies in an integrated form

established that majority of the respondents (57. 1 %) had had no pre-service training in the methods of teaching Social Studies in an integrated form while 51.4% of the respondents had not attended any in-service training in the methods of teaching Social Studies in an integrated form. These findings imply that most of the respondents may not have knowledge about the special methods of teaching Social Studies in an integrated manner and would therefore rely on the general methods of teaching. The reliance on the use of general methods of teaching by tutors in teaching Social Studies will provide fewer learning experiences for students to develop affective behaviors and values. It is the special methods of teaching Social Studies such as self-concept activities, attitude inventories, semantic differential, value clarification, value hierarchies and simulation that provide the learner more and appropriate learning experiences for the development of socially desirable attitudes, feelings, and values.

Finally, it was found from the analyses of the data on pre-service and in-service training courses in Educational Measurement and Evaluation that majority of the respondents (68.6%) had undertaken the pre-service courses in Educational Measurement and Evaluation, because it is a compulsory course taken in the Training Institutions. Again majority (77.0%) of the respondents had not attended any in-service training since they started teaching. The implication of these findings is that though most of the respondents had not updated their knowledge in Educational Measurement and Evaluation because they had not attended any in-service training course in the area, they knew the general principles of test construction, administration and scoring because of their pre-service training in Educational Measurement and Evaluation.

Teaching in the Affective Domain

The findings from the analyses of data on the teaching practices of the respondents in the affective domain with respect to the direct teaching in the affective domain; definition of affective objectives in behavioral terms; knowledge about the taxonomic internalisation levels of the affective domain and use of methods and technique of teaching which result in the development of the affective and the emotional climate of the classroom are discussed in this section.

Direct Teaching in the Affective Domain

Planned and direct teaching in the affective domain provides appropriate learning experiences for the learner to develop affective behavior rather than unplanned and incidental experiences alone. It is against this background that the result of the analysis of the data on the respondents' direct teaching in the affective domain is discussed.

The analysis of that data on direct teaching in the affective domain by the respondents revealed that the tutors, on the average, occasionally taught directly in the affective domain. This finding suggests that the tutors relied very much on unplanned and incidental experiences for the development of affective behaviors in their students. This presupposes the tutors had the belief that greater efforts made in the cognitive domain would have favorable affective consequences. 'There is no supporting evidence to the claim that efforts made in teaching in the cognitive domain always have favorable affective results. But, according to Bloom (1956, p.7) "the evidence suggests that affective behaviours develop when appropriate learning experiences are provided for students much the same way as cognitive behaviors develop from

appropriate learning experiences". The fact that the respondent occasionally taught directly in the affective domain suggests that adequate appropriate learning experiences for the development of affective behaviours were not provided for the students even though the development of the affective behaviours is the primary concern of Social Studies.

Defining, Affective Objectives in Behavioural Terms

The definition of affective objectives behaviourally provides the guide and standard for effective teaching and assessment of the teaching-learning process. This crucial role of behaviourally defined affective domain provides the basis for the discussion of' findings from the analyses of data on the definition of affective objective in behavioural terms.

The findings from the analyses of data on the definition of affective objectives in behavioural terms were that most of the respondents (80%) defined their affective objectives in behavioural terms, and were also aware of the reasons for defining affective objectives behaviorally. The implication of these findings is that most of the respondents can effectively teach and assess in the affective domain since behaviourally defined objectives force the teacher to be more precise about what to be accomplished when assessing the affective outcomes to make sequencing easier and simplify evaluation (Oliva, 1992).

Taxonomic Internalisation Levels and Teaching Methods

The knowledge of the taxonomic internalisation levels of the affective domain and the use of methods and techniques of teaching that provide appropriate learning experiences are necessary pre-requisites for effecting the development of affective behaviuors in the student by teachers. It is therefore

prudent that the findings from the analyses of the data on knowledge of the taxonomic internalisation levels of affective domain which use methods of teaching for the development of affective behaviuors must be examined in the light of the role both knowledge of the taxonomic internalisation levels of affective domain and the use of methods and strategies of teaching in the development of the affective domain.

It was found from the analyses of data on the taxonomic internalisation levels of affective domain that majority of the respondents (88.6%), did not have adequate knowledge about the five (5) levels of internalisation of the affective domain in order of degree, and also majority of the respondents (51.4%) did not know the appropriate learning experiences for the taxonomic levels of internalisation of the affective domain. These findings establish that most of the tutors sampled for the study could not operationalise and classify educational objectives which emphasis a feeling line, in emotion or a degree of acceptance or rejection. In other words, their affective objectives cannot cover all the levels of internalisation in which the affective component passes from a level of bare awareness to a position of some power and then to control of a person's behaviour. (Krathwohl, Bloom, & Musia, 1964). At best, their affective objectives covered only the lowest level of Internalisation, that is, bare awareness classified as "receiving" since the tutors relied mostly on cognitive objectives and cognitive learning experiences.

The analyses of the data on the use of Co-operative Learning Technique by the respondents revealed that on the average, they occasionally used it. This implies that the students could not develop to the full the positive

inter-group relations, self-esteem and positive attitude towards school and the subject being studied which co-operative learning can promote (Slavin, 1991).

The finding from the analysis of the data on the use of dramatisation technique of teaching for affective outcomes was that the respondents occasionally used it. This finding suggests that positive attitudes and values which dramatisation develops in students may not be automatically realised since repetition and reinforcement tend to make them automatic (Clark, 1973).

It was established by the analysis of the data on the use of fieldwork technique of teaching that majority of the respondents (57%) occasionally used the technique. The implication of this finding is that all the desirable social attitudes such as tolerance, co-operation, interdependence and mutual respect which fieldwork develops in students (Jarolimek, 11971; Martorella, 1994; Tamakloe, 1998) may not be achieved because of the occasional use of fieldwork technique of teaching by the respondents.

The analysis of the data on the use of role-playing technique of teaching for affective outcomes showed that majority of the respondents (54.3%) occasionally used the role-playing technique of teaching. The occasional use of the Role-Playing technique of' teaching for affective outcomes by the respondents may make the training in leadership skills, human relationship skills among others which role playing gives to students (Clark, 1973; Nelson, 1992; Martorella, 1994) insufficient to transform the outlook of the lives of the students.

It was revealed by the analysis of the data on the use of Simulation that the respondents rarely used the technique for affective outcomes. This implies that the attitudes and interests, which students develop by imitating other

people (Simulation) consciously, may not be developed since they are cultivated when they become habitual (Clark, 1973).

The analysis of the data on the use of value-clarification technique of teaching by the sampled tutors for the study established that the tutors on the average rarely used the value clarification technique of teaching. The students of the responding tutors by implication of this finding may not be able to distinguish values clearly since according to Nelson, (1992) valuing is a process and it is one process that must be practiced and shaped in order for students to distinguish values clearly. In the light of this, the students may not be able to determine what it is they feel most strongly about since they clarify their own values.

It was found from the analysis of the data on the use of the discussion method of teaching by the sampled tutors for the study that majority of them (91.4%) regularly used the discussion method in order to realise affective outcomes, This finding implies that those attitudes and values that are discussed may be developed by students since according to (Clark, 1973) it is through repeated discussion and explanation of information and facts of a positive type that people develop attitudes and values. But since the tutors occasionally taught directly in the affective domain, only few attitudes and values may be developed by the students.

The analysis of the data on the use of lecture method by the respondents to affect affective outcomes revealed that they occasionally used the method. According to Clark, (1973) we develop attitudes as a result of information. This finding of occasional use of the lecture method in effecting affective outcomes, on the basis of Clark's claim of the development of

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attitudes as a result of information, suggests that the students or the respondents may not develop enough of the expected attitude.

The examination of the data on the use of Inquiry Method of Teaching for affective outcomes showed that on the average the respondents occasionally used the method. On the basis of this finding it could be inferred that it is not likely that students of the respondents would develop most of the attitudes and ideals that result from students finding out the fact and information for themselves.

The overall result of the analysis of the data on the extent to which the respondents used various methods and techniques of teaching for the development of the affective indicated that little attention was paid to instruction in the affective domain. This finding corroborates Mathew's (1989) assertion that though Affective Taxonomy is more interesting and provocative and asks much more fundamental question about what our schools and their curricula are intended to do, it is less used than the Cognitive Taxonomy. In this study, the tutors relied mostly on unplanned and incidental situations, which alone, according to (Jarolunek, 1971) are not satisfactory means of teaching in the affective domain.

Emotional Climate of Classroom

It was found from the analyses of data on the emotional climate of the classroom that all the selected tutors whose teaching was observed by the researcher made friendly constructive statements in the course of their teaching in all the lessons they taught that were observed; there was fair competition among the students in the classroom; there was also successful co-operative enterprise between the students and tutors, most of the tutors

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recognised and made adaptation in accordance with individual difference; there was no undue pressure on students because of flexible schedule adopted by all the tutors; most of the attainment of desirable democratic value by students and students' feelings about others; and construction of affective assessment are discussed.

The analysis of data on the use of affective assessment instrument revealed that most of the respondents were conversant with a few affective assessment instruments but only few of the instruments were used by them and the most widely and frequently used instrument was observation. The implication of these findings is that the tutors could not draw any reliable conclusions about the behaviour of the students by using observation and only few self-report instruments, since according to Bloom, Hastings and Madaus (1971) if either observational information or result obtained by the role-playing or sentence completion technique is available and it confirms the results of rating scale, then the conclusion drawn about a student's attitude assumes more validity.

Principles of Test Construction

It was found from the analysis of data on the consideration of the principles of test construction by the respondents when constructing tests for affective outcomes that most of the respondents did not have enough knowledge about the principles of test construction hence they did not consider all the principles which are equally important when constructing test items in the affective domain. This vindicates the finding of both Amedahe (1989) and Quaigram (1992) in their studies which established the lack of adequate skills or knowledge in testing techniques for teachers. It can be

deduced from these findings that the test-items tutors involved the students to assess the affective outcomes. The tutors accepted and used ideas of students and also praised them for commendable performance in the course of their teaching.

All these tended to reduce feelings of hostility in the students and develop wholesome attitudes such as 'feelings of "we-ness" and identification with the group; less inclination to think of ways to disrupt the orderly classroom, but working hard to make the classroom a good place to work; and respect for tutors. This is because the classroom atmosphere did not frustrate the students by not meeting their emotional needs (Jarolirnek, 1971). These findings underscore the tutors' recognition that rigid time schedule and constant pressure on students, challenge of students at a level not commensurate with their abilities, and very little participation on the part of students in the life of the classroom create feeling of insecurity in the classroom and also encourage feeling of hostility in students.

Construction and Use of Assessment Instruments

In this section, the findings from the analyses of data on the use of affective assessment instruments constitute the principles of test construction for affective taxonomic levels of internalisation; instruments used to ascertain the constructing tests for affective outcomes; the coverage of the test-items in the affective taxonomic levels of internalisation; instruments used to ascertain the tutors will not cover all the taxonomic levels of internalisation of affective domain because when all the principles of test construction are considered in the construction of the test items, content validity (i.e. the range of objectives of the domain to which the test relates) is ensured.

Coverage of Test Items in the Affective Taxonomic Levels

The analyses of data on coverage of test-items in the affective taxonomic levels of internalisation showed that the test-items of most of the respondents did not cover the taxonomic levels of internalisation of the affective domain because of lack of knowledge of them. The intended affective outcomes of the Social Studies Programme (curriculum) cannot therefore be determined by the tutors. In the words of Mathews (1989, p.10) "it points to the limitations of our methods of assessing not only the performance of pupils, but the performance of curricula to which they are subjected".

It was revealed by the analysis of data on instruments used by the respondents to ascertain the attainment of desirable democratic values by their students and also their students' feelings about the behaviour of others that most of the respondents did not use the most appropriate instruments in ascertaining the attainment of desirable democratic values by their students, and the feelings of their students about others. Consequently, real picture of the attainment of desirable democratic values by students, and the students' feelings about others cannot be constructed or determined by the tutors. In the same vein a true picture of the curriculum's impact on desirable democratic values as well as feelings about others cannot be constructed, hence the modifications in the curriculum for its improvement in the area of development of desirable democratic and social values by students may be based on unreliable evidence.

The analysis of data on the construction of affective assessment instruments revealed that most of the respondents faced difficulty in

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constructing instruments for assessing affective outcomes and the problem they faced was how to construct the affective instruments. It can be concluded from these findings that the tutors seldom assessed their students in the affective domain and at best they assessed their students in the affective domain at the receiving level (i.e. awareness of the phenomena) since they did not have enough knowledge about the taxonomic levels of internalisation of the affective domain.

Administration and Scoring of Instruments

In this section the findings from the analyses of data on the number of items in a test the respondents tested their students in the affective domain; how the respondents devised situations/techniques that allowed their students to show the desired affective behaviours; assurance on non-criticism of students' performance in affective tests; confidentiality of affective test results; and methods of scoring affective essay questions are discussed.

It was found from the analysis of data on the number of affective tests conducted by the respondents in a term that on the average, the respondents conducted two effective tests. This implies that quantitatively, students are fairly well tested in the affective domain but qualitatively they are not well tested because the tests items covered only "receiving" level (awareness of phenomena) of the Affective Taxonomy as a result of tutors' lack of enough knowledge about the taxonomic levels of internalisation of the affective domain matching to their corresponding learning experiences.

The analysis of data on creation of necessary and appropriate situations for the exhibition of desired affective behaviour by students revealed that most of the sampled tutors devised situations/techniques which allowed their

students to show the desired affective behaviours but they did not often devise such situation techniques. This finding clearly suggests that the tutors did not very often teach in affective domain. This corroborates Mathew's (1989) conclusion that the affective Taxonomy, which is more interesting and provocative, is much less used than Cognitive Taxonomy.

The result of' the analysis of data on how often respondents assured their students that their performance in the test for affective outcomes would not be criticised revealed that the respondents occasionally assured their students that their performance in affective test would not be criticised. Also, the analysis of data on how often respondents assured their students that their results in the tests for affective outcomes would be treated in a confidential manner showed that the respondents occasionally assured their students that their results in affective test would be treated confidentially by the college authorities. The conclusion that can be drawn from these findings is that the students did not give true responses to most of the affective tests given by their tutors. This implies that the true picture of affective development could not be obtained as most of the students' responses to affective test items were faked. This is because in responding to direct instrument, the respondents are fully aware of the self-revealatory and evaluative nature of their responses and as a result of this if they are not assured of anonymity and confidentiality then responses represents "the level of behaviour of which the individual permits society to look at him" (Getzels & Walsh, 1958)

It was found from the analysis of data on scoring affective essay that most of the respondents were not aware of the underlying principles for scoring affective essay questions hence they preferred using the analytic

method in scoring essay questions in order to ensure objectivity, fairness and accuracy in allocating marks. The implication of this finding is that tutors may make wrong judgment since their scoring is dependent on already designed specific expected outcomes for allocating marks as well as standardisation which the respondents rightly stated as their reasons for preferring the analytic method of scoring. However, affective essay question, like an evaluation question, has no one specific or correct answer.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECCOMENDATIONS

This chapter covers the summary of the findings of the study, conclusions drawn from the results and recommendations made for the study.

Summary

The study investigated the teaching and assessment practices of Social Studies tutors in the Initial Teacher Training Colleges in Ghana as they relate to the affective objectives. The purpose of the study was to find out whether Social Studies tutor's in the Junior High Schools in Ghana did follow the principles and methods of teaching in the affective domain as well as those of constructing and administering instruments for assessing the affective objectives of Social Studies instruction (teaching).

A survey was conducted in Junior High Schools drawn from Cape Coast Metropolis. A sample size of Social Studies tutors was purposively selected for the study. The population of the study was made up of all social studies tutors in Social Studies teachers in the Junior High Schools in Cape Coast Metropolis where social studies was offered as a core subject. A 26 - item questionnaire was developed together with observational checklist adopted from Flanders Interaction Analysis and an instrument for the analysis of test items in the affective domain. The data collected were analysed mainly through the use of percentages and frequencies.

The main findings of the study were that:

1. Most of the respondents defined their affective objectives in behavioural terms and were aware of the reasons for defining objectives in behavioural terms.

2. A large number of respondents did not have enough knowledge about the taxonomic internalisation levels of the affective domain.

3. The respondents occasionally taught directly in the affective domain.

4. Most of the respondents did not know the appropriate learning experiences for each of the taxonomic levels of the affective domain.

5. The respondents occasionally used methods and techniques of teaching which result in the development of the affect.

6. Majority of the respondents exercised care in what they always said in class and how they said what they said in class.

7. Most of the respondents felt their students would not respect them if they were friendly with them.

8. There was no significant difference in the instructional (teaching) practices in the affective domain between Social Studies tutors who received instruction in methods of teaching integrated Social Studies and those who did not receive such instruction.

9. Majority of the respondents were conversant with the methods of assessing affective objectives (outcomes) in the integrated Social Studies but did not use appropriate instruments for determining expected affective outcomes.

10. There was no significant difference in the use of affective instruments of assessment between Social Studies tutors with training in Measurement and Evaluation and those with no such training.

11. The respondents did not have enough knowledge of the principles of developing affective test items.

12. Most of the respondents (80%) occasionally followed the principles of administering affective test items but did not follow the principles of scoring affective tests.

13. There was no significant relationship between teaching experience (i.e. number of years of-'teaching) and the use of affective instruments of assessment.

14. There was no significant relationship between knowledge of affective instrument of assessment and their appropriate use in the affective outcomes In Social Studies.

Conclusion

Based on the findings of the study the following conclusions are drawn:

1. About 20% of the Social Studies teachers in the Junior High Schools in Cape Coast Metropolis placed less emphasis on the direct teaching for affective outcomes even though Social Studies is the only area that has the development of civic competencies and skills as its primary goal (Banks, 1993). This accounted for the respondents' occasional use of methods and techniques of teaching which result in the development of the affective domain.

2. Less emphasis is given to teaching in the affective domain of Social Studies in the Junior High Schools because of lack of knowledge of the taxonomic levels of internalisation of the affective domain, in addition to lack of knowledge of the appropriate learning experiences of various taxonomic levels of internalisation of affective domain.

3. The respondents, to a large extent, did not effectively assess the affective outcomes because of lack of adequate knowledge of the affective domain as well as lack of knowledge of appropriate affective instruments for assessing expected affective outcomes.

4. Teachers at the Basic Schools trained to teach social studies will not assess their pupils in the affective domain because they have little or no knowledge about the taxonomic levels of internalisation of affective domain as well as instrument for assessing affective outcomes. This is because their tutors who taught them social studies in the teacher training colleges did not themselves have enough knowledge about the taxonomic levels of internalisation of the affective domain as well as appropriate affective instruments in assessing expected affective outcomes to enable them impart such knowledge to them (Basic School Teachers).

Recommendations

On the basis of the findings of the study and the conclusions drawn from them the following recommendations are presented:

1. The Ministry of Education in conjunction with Ghana Education Service should organise regular in-service courses and workshops for tutors in the field in the area of Measurement and Evaluation with special emphasis on the construction of appropriate test items for determining expected affective outcome. This would contribute towards updating the knowledge of teachers in the area of educational measurement and evaluation and equipping them with the necessary skills for assessing affective objectives of teaching.

2. The Department of Arts and Social Sciences Education, University of Cape Coast and the Department of Social Studies, University College of Education of Winneba and Teacher Training Colleges should take a second look at the content of the methods of teaching Social Studies Course to make the necessary modifications to cater for practical training of students in test construction, administration and scoring in the affective domain. This will contribute considerably in reinforcing the course in Educational Measurement and Evaluation so that the graduates of all the institutions will be better equipped to effectively assess affective teaching outcomes.

3. An in-depth study of the emotional climate of the classroom is highly recommended since attitudes are related to emotions. The focus of this study was not the emotional climate of the classroom. However, the study revealed that most of the respondents felt that their students would not respect them if they were very friendly with them.

Suggestions for Future Researchers

From the findings of the study and conclusions drawn, the researcher wish to put forth that in other to enhance the teaching and learning of Social Studies, study should be done focusing on the assessment of the psychomotor domain.

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QUESTIONNAIRE

TEACHERS' ATTITUDE TOWARDS THE TEACHING AND

ASSESSMENT OF THE AFFECTIVE DOMAIN IN SOCIAL STUDIES

IN SELECTED J.S.S IN CAPE COAST MUNCIPALITY.

The study is purely for academic purposes. You will be contributing to its success if you answer the item as honesty as possible.

Your response will be kept confidential. Moreover your anonymity is assured by not indicating your name.

General instruction

Tick the appropriate bracket ( ) or column or fill in the blank spaces where necessary.

BACKGROUND DATA

1. Name of school……………………………………………………

2. Sex: female [   ] male [   ]

3. Highest academic qualification:

   Cert A post sec 3yr [   ]

   Bachelor's Degree [   ]

4. Professional qualification:

   P.G.D.E. [   ] PGCE [   ]   DASE [   ]

   Any other [Specify] …………………………………………………..

5. Number of years of teaching:

   1-5years [   ] 6-10years [   ] 11-115years [   ] 16-20years [   ]

   21-25years [   ] 26years and above [   ]

6. Number of years spent in teaching social studies:

1-5years [   ]   6-10years [   ]   11-15years [   ]

16-20years [   ] 21years and above [   ]

7. Did you have any training in teaching in method of teaching integrated social studies during your pre-service training?

Yes [   ] No [   ]

8. How many in-service courses in methods of teaching integrated social studies have you attended?

Nil [   ]   1 [   ]   2 [   ]   3 [   ]

9. How many in-service courses in education measurement and evaluation have you attended?

Nil [   ]   1 [   ]   2 [   ]   3 [   ]

TEACHING THE AFFECTIVE DOMAIN

10. How often do you teach directly in Affective Domain (i.e. objectives which describe changes in interest, attitudes and values)?

Never [   ]   Rarely [   ] Occasionally [   ]   Regularly [   ]

11. Do you define your affective objectives in behavioral terms?

Yes [   ]   No [   ]

12. Give reason for your response to question above.

…………………………………………………………………………

………………………………………………………………………….

13. The affective taxonomy arranges objectives along a hierarchical continuum. Do you have adequate knowledge about the five {5} level

{categories} of internalization of this continuum arranged in order of degree?   Yes [   ]   No [   ]

14. Arrange the categories of the affective domain, which have been listed in alphabetical order according to how they should occur in the classification. (Mark 1 as the lowest order through to 5 as the highest order)

Category   Order of degree

Characterization   [   ]

Organization   [   ]

 Receiving   [   ]

Responding   [   ]

Valuing   [   ]

15. How often do you use each of the following teaching / method of teaching for affective outcome? (Tick the appropriate column)

Co-operative learning

Dramatization

Field work

Role-playing

Simulation

Value-clarification

Discussion

Lecture

Inquiry

Never	Rarely	Occasionally	Regularly

16. Rank the following instrument in order of usage / used most

   (Mark 1 as the lowest order through to 5 as the highest order)

   Instruments:

   Observation

   Interview

   Essay type and objective test

   Questionnaire

   Socio-metric

Regularly	Occasionally	Rarely	Never

17. Which techniques do you use to ascertain the attainment of desirable democratic values of your students?

   Sentence-completion [   ]   Essay question [   ]

   Role-playing   [   ]   Any other   [   ]

18. Which of the following techniques do you use for finding out your students feeling about the behaviour of others?

Observation techniques   [ ]   Role playing [   ]

Sentence   completion   [   ]

The Attitude scale.   [   ]   Any other specify [   ]

19. The following are some problems faced in the construction of affective

instruction. Rank the extent to which you face them. [Mark 1as the lowest

order through to 6 as the highest order].

Problems   Ranking

- How to construct affective instruments.   [   ]

- The type of materials to use.   [   ]

- Lack of materials on the subject.   [   ]

- How to choose the best instruments   [   ]

- Difficulty in using various instrument in measurement   [   ]

- Not applicable.   [   ]

20. Do you need in-service training in the construction of Affective

instruments?

Yes [   ]   No [   ]

21.   Give reason{s} for your response to question 21above.

……………………………………………………………………………

……………………………………………………………………………

22. How many times in a term do you test your pupils in the affective

domain?

……………………………………………………………………………

……………………………………………………………………………

23.   How often do you devise situations/techniques which allow your pupils

to show desired affective behaviour?

Very often [   ]   Often [   ]   Not often [   ]   Not at all [   ]

24. How often do you assure your pupils that their performance in the test for affective outcomes will not be criticized

    Never [   ]   Rarely [   ]   Occasionally   [   ]   Regularly [   ].

25. Their results will be treated in a confidential manner by the school authorities?

    i. Regularly [   ]   ii occasionally [   ] iii rarely [   ]   iv. Never [   ]

26. What method do you use in scoring your essay question for affective outcomes? [Tick only one i.e. the right one]

    a .Reading the whole essay through and based on your impression you award the mark (holistic method).

    b. Using a marking scheme in which the idea and points allotted them are clearly stated (Analytical method).

27. Which of the above do teachers prefer in using to assess affective outcome?