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Attribution of infant mortality by literate adults in Ilorin, Kwara State, Nigeria

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Abstract

Infant mortality is the death rate of infants between delivery and age of five years. This study was aimed at surveying the attribution of infant mortality among literate adults in Ilorin metropolis. Descriptive survey method was used in this study. The target population of this study comprised of all literate adults in Ilorin metropolis. 200 respondents participated in this study and they were all selected from the population using simple random sampling technique. The instrument used to obtain relevant data for this research was titled "Attribution of Infant Mortality Questionnaire" (AIMQ). The instrument for this study was divided into three sections. Section A elicited the demographic data. Section B consisted 24 items which was divided into three sections. Each section consisted of eight (8) questions on attribution of infant mortality. Data collected were analyzed using frequency counts, percentages, t-test and Analysis of Variance (ANOVA). All hypotheses were tested at 0.05 alpha level of significance. Result of this study revealed that there was significant difference in the attribution of literate adults on the basis of age, educational qualification, religion and marital status. No significant difference was found on the basis of gender. It was therefore recommended that medical treatment for children under the age of 5 years should be made free and that laws should be enacted against treatment of children in local setting while modern medical technology should be encouraged and affordable.

Keywords

Infant, mortality, Attribution, literate, Age, Adults, Gender

Introduction

The prevalence rate of infant mortality in developing countries has increased progressively despite the millennium development goal of UNICEF to reduce child mortality rate by the year 2015. Infant mortality is a major societal problem and this has been blamed on

inadequate health facilities, parent's attribution pattern and lack of financial resources to access medical care. Protuero (2010) reported that nearly 10 million children under the age five die daily worldwide. Infant mortality is the death of children before the age of five years after birth (Kessel, 2011; WHO, 2000). Gary (2001) defined infant mortality as the number of infant death per 1000 live birth.

Attribution of infant mortality refers to ideas that are not scientifically proven which, people consider to be the major cause of a child's death. Ogunjuyigbe (2004) explained that most Yoruba's attributes measles and diarrhea attack to the breaking of the family taboos. In Nigeria, parents attribute the death of children to witches. They are believed to exist and are regarded as enemies of the community. It is also believed that they unpredictably and malevolently bring sickness, cause accident and some disorder in children (Ojikutu, 2000). Children are protected from witches, evil eyes, and sickness by wearing charms and amulets. The Yoruba also hold some aspect of movement restrictions; they commonly believe that if a pregnant woman walks in the hot afternoon or midnight without tying a stone on her wrapper, she is likely to meet some evil spirits that can exchange the baby in her womb. This seems to be responsible for still births.

Another traditional belief that is of grave concern is the traditional prohibition of newly delivered mothers. It is known as "*ate*" a practice that forbids newly delivered mothers from eating foods that contain salt, seasoning, oil and pepper, for seven or nine days depending on whether the child is a male or female in Nigeria. Iyun and Oke (2000) reported that Yoruba's believe that when this not done it could lead to the death of the baby. In the same vein, if a child becomes ill frequently, the child is assumed by the society to be an "*Abiku*" sent from the spirit world. This belief assumed that such children will die eventually irrespective of the efforts of the parents in protecting them. Ebochukwu (2007) confirmed this relationship between culture and health by showing how traditional practices can lead to ill health in children.

A careful analysis of literature showed that infant mortality has continued to increase in Nigeria and Africa at large. Ngulde (1997) estimated infant death rates to be about 40,000 out of 100,000 live birth. Ayalew (2007) revealed that about one million children under the age of five years die annually in Nigeria. Veneman (2009) asserted that infant mortality rate in Nigeria is unacceptably high and that most children die as a result of preventable diseases.

However, with the improvement in basic health facilities one would have expected that infant mortality rate should have reduced significantly, this is not so because many Nigerians tend to ignore scientific explanations of natural phenomena for the unscientific. This has resulted in the consistent increase in infant mortality rate. Regardless of the educational attainment, most Nigerians tend to attribute death to external rather than internal factors.

Purpose of the Study

The purpose of this study was to investigate the attribution of infant mortality among the literate adults in Ilorin metropolis. The study also sought to find out whether variables such as age, religion, gender, marital status, and educational level had significant influence on the attribution of literate adults.

Methodology

Research Design

The descriptive method was adopted. Hassan (1995) stated that descriptive survey method describes variables in a given situations and established relationship between variables. Stangor (2004) pointed out that this method is preferred because it captures the complexity of everyday behaviour.

Sample and Sampling Procedure

The target population was all literate adults in Ilorin metropolis. A simple random sampling technique was used to select 5 wards from the four Local Government Areas so that all members have equal and an independent chance of being selected. These Local Government Area (L.G.A) includes Ilorin East with 12 wards; Ilorin South, 11 wards, Ilorin West consist of 12 wards, while Asa has 17 wards. A purposive sampling technique was used in picking 10 educated respondents from each of the ward.

Instrumentation

The instrument used to obtain relevant data for this research was titled "Attribution of Infant Mortality Questionnaire" (AIMQ). The instrument for this study was divided into three sections. Section A elicited the demographic data. Section B consisted 24 items which was divided into three sections. Each section consisted of eight (8) questions on attribution of infant mortality. Section A of the instrument was scored using frequency counts and simple percentage with no points assigned to the items. In section B (which was scored on a four-point Likert scale), scores were allotted as follows: Strongly Agree 4 points, Agree- 3points, Disagree- 2 points and Strongly Disagree- 1 point.

Psychometric Properties of the Instrument

Validity: The validity of any instrument is the degree to which the instrument measures what it purposes to measure (Hassan, 1995). In order to determine the validity of the instrument, the researcher gave the draft of the questionnaire to some experts in the Department of Counsellor Education for content validity. The modification and comments made by these experts were considered in the final selection of items for the questionnaire. The experts adjudged that the instrument has content validity.

Reliability: This means the extent to which the results obtained from the test can be consistent if the same test is administered to the same group of persons (Stangor, 2004). To ensure the reliability of the instrument, the test re-test method was adopted. The researcher administered the same instrument on twenty (20) respondents at an interval of four weeks. The 2 group's scores were correlated using Pearson Product Moment Correlation Coefficient and a reliability index of 0.73 was found. Therefore, the questionnaire is statistically said to be reliable for the study.

Method of Data Analysis

Frequency count and percentage distribution statistics were used to compute the demographic data of the respondents. The t-test and Analysis of Variance (ANOVA) were

used to test the hypotheses at 0.05 alpha level. DUNCAN multiple range test was used to separate means where significant difference was observed.

Results

This section presents the result of the analysis of data obtained from the study. The data collected were analyzed using both descriptive and inferential statistic. Table 1 indicates the means and rank order of the items in the questionnaire. Majority of the respondents believed that poor medical attention during pre-natal are responsible for infant mortality. This factor was closely followed by destiny and will of God. However, factors such as; mother of twins refusing to dance in the market after birth, mother not obeying the taboo of not eating salt after birth, and walking at night during pregnancy were ranked as least factors responsible for infant mortality by the respondents. From the table above it could be seen that literate adult attribute to both scientific and cultural belief system.

Table1: Means and Rank Order of Responses on the Attribution of Infant Mortality

Item No.	When a child dies, it is always caused by:	Mean	Rank
17	poor medical attention during pre-natal period.	3.45	1 st
1	destiny.	3.33	2 nd
2	will of God.	3.19	3 rd
18	poor trained mid-wives during delivery.	3.18	4 th
19	unhygienic living condition.	3.16	5 th
20	lack of proper immunization against preventable diseases.	3.12	6 th
3	misfortune.	2.99	7 th
21	genetic disorder.	2.98	8 th
4	natural phenomenon e.g. war, earthquake disaster.	2.98	8 th
22	poisoning.	2.76	10 th
9	witchcraft.	2.68	11 th
23	premature birth.	2.63	12 th
5	inherited generational curses.	2.56	13 th
12	evil eyes of co-wives.	2.47	14 th
24	lack of adequate breast feeding.	2.44	15 th
10	charm.	2.42	16 th
6	near relatives marrying.	2.37	17 th
7	being an Abiku.	2.36	18 th
11	god and goddess being angry.	2.34	19 th
8	accident.	2.30	20 th
13	seeing blood and masquerade in the dream.	2.27	21 st
14	walking at night during pregnancy.	2.24	22 nd
15	mother not obeying the taboo of not eating salt after birth.	2.13	23 rd
16	mother of twins refusing to dance in the market after birth.	1.85	24 th

Hypotheses Testing

Five (5) null hypotheses were generated and tested in this study. They were tested using the t-test and Analysis of Variance (ANOVA) statistical procedures.

Hypothesis 1:

There is no significant difference in the attribution of infant mortality by Literate Adults on the basis of gender

Table 2: Mean, Standard Deviation, t-value on the Attribution of Infant Mortality by Literate Adults on the Basis of Gender

Gender	N	Mean	SD	Df	Cal. t-value	Crit. t-value
Male	83	64.12	7.616	198	1.02	1.96
Female	117	64.15	8.195			

Table 2 indicated that the calculated t-value of 1.02 is less than the critical t-value of 1.96 at 0.05 alpha level of significance. Since the calculated t-value of 1.02 is less than the critical t-value of 1.96 therefore, the hypothesis which stated that there is no significant difference in the attribution of infant mortality by literate adults on the basis of gender was accepted because no significant difference was observed.

Hypothesis 2:

There is no significant difference in the attribution of infant mortality by literate adults on the basis of age

Table 3: Analysis of Variance (ANOVA) showing the Attribution of Infant Mortality by Literate Adults on the Basis of Age

Age	Sum of Squares	df	Mean Squares	Cal. F-ratio	Crit. F-ratio
Between Groups	745.538	4	186.38	3.08*	2.37
Within Groups	11801.817	195	60.52		
Total	12547.355	199			

* Significant, $p < 0.05$

Table 3 indicated that the calculated F-ratio of 3.08 is greater than the Critical F-ratio of 2.37 at 0.05 alpha level of significance. As such the null hypothesis was rejected. Therefore, the hypothesis which stated that there is no significant difference in the attribution of infant mortality as expressed by literate adults on the basis of age was rejected, $F(4 \& 195 \text{ df}) = 3.08$, $p < 0.05$. In order to bring out the differences, further analysis was carried out using Duncan Multiple Range test.

Table 4: Duncan Multiple Range Test (DMRT) Comparing Means of Attribution on the basis of age

Duncan Groupings	N	Mean	Group	Age
A	2	72.50	4	51 - 60 years
B	23	68.73	3	41 - 50 years
C	21	64.00	5	61 years and above
C	57	63.87	2	31 - 40 years
C	97	63.05	1	20 - 30 years

Table 4 showed the DMRT comparing the differences in attribution of infant mortality as expressed by literate adults on the basis of age. Group 4 with a mean score of 72.50 differ significantly from Groups 5, 2 and 1 with mean scores of 64.00, 63.87 and 63.05 respectively. Equally, group 3 with a mean score of 68.73 significantly differ from other groups, hence group 4 and 3 are responsible for the difference found in ANOVA used to test hypothesis 4.

Hypothesis 3:

There is no significant difference in the attribution of infant mortality by literate adults on the basis of educational qualification

Table 5: Analysis of Variance (ANOVA) showing the Attribution of Infant Mortality by Literate Adults on the Basis of Educational Qualification

Educational Qualification	Sum of Squares	df	Mean Squares	Cal. F-ratio	Crit. F-ratio
Between Groups	1310.596	5	262.11	4.52*	2.21
Within Groups	11236.759	194	57.92		
Total	12547.355	199			

* Significant, $p < 0.05$

Table 5 shows that the calculated F-ratio was 4.52 while the critical F-ratio was 2.21 at 0.05 alpha level of significance. The null hypothesis was rejected. Therefore, the hypothesis which stated that there is no significant difference in the attribution of infant mortality by literate adults on the basis of educational qualification was rejected $F(5&194 \text{ df}) = 4.52$ $P < 0.05$. As a result of the significant difference observed; the Duncan Multiple Range Test was employed.

Table 6: Duncan Multiple Range Test (DMRT) Comparing Means of Attribution on the Basis of Educational Qualification

Duncan Groupings	N	Mean	Group	Educational Qualification
A	18	70.44	6	First School Leaving Certificate
B	6	67.67	1	Ph.D
C	18	65.83	2	Master Degree
C	13	65.54	5	Grade II/WASC
D	61	64.28	4	OND/HND
E	84	61.85	3	B.A/B.Sc./B.Ed.

Table 6 shows result of the DMRT comparing the differences in attribution of infant mortality as expressed by literate adults on the basis of educational qualification. Groups 6 with a mean scores of 70.44, differ significantly from Groups 1, 2, 5, 4 and 3 with mean scores of 67.67, 65.83, 65.54, 64.28 and 61.85 respectively. while Group 1 with a mean score of 67.67 differ from Group 6 with a mean score of 70.44 and differ significantly from Groups 2, 5, and 4 with mean scores of 65.83, 65.54 and 65.28. Group 3 differ significantly from Groups 4, 5, 2, 1 and 6 with mean scores of 64.28, 65.54, 65.83, 67.67 and 70.44 respectively.

Hypothesis 4:

There is no significant difference in the attribution of infant mortality by literate adults on the basis of marital status

Table 7: Analysis of Variance (ANOVA) showing the Attribution of Infant Mortality by Literate Adults on the Basis of Marital Status

Marital Status	Sum of Squares	Df	Mean Squares	Cal. F-ratio	Crit. F-ratio
Between Groups	809.996	2	404.998	6.40*	3.00
Within Groups	12466.357	197	63.281		
Total	13276.353	199			

* Significant, $p < 0.05$

Table 7 indicated that the calculated F-ratio is 6.40 while the critical F-ratio is 3.00 at 0.05 alpha level of significance. The null hypothesis was rejected. Therefore, the hypothesis which stated that there is no significant difference in the attribution of infant mortality by

literate adults on the basis of marital status was rejected $F(2&197df) = 6.40, p < 0.05$. In order to determine the magnitude and direction of this difference Duncan Multiple Range Test was used.

Table 8: Duncan Multiple Range Test (DMRT) Comparing Means of Attribution on the Basis of Marital Status

Duncan Groupings	N	Mean	Group	Marital Status
A	14	65.43	3	Divorce
A	113	64.48	1	Married
B	73	63.36	2	Single

Table 8 showed the DMRT comparing the differences in attribution of infant mortality by literate adults on the basis of marital status. Group 2 with a mean score of 63.36 differed significantly from Groups 1 and 3 with mean scores of 65.43 and 64.48 respectively. Since group 3 and 1 are similar group 2 is therefore responsible for the difference found on the ANOVA table. Hence, the hypothesis was rejected

Hypothesis 5:

There is no significant difference in the attribution of infant mortality by literate adults on the basis of Religion

Table 9: Analysis of Variance (ANOVA) showing the Attribution of Infant Mortality by Literate Adults on the Basis of Religion

Religion	Sum of Squares	df	Mean Squares	Cal. F-ratio	Crit. F-ratio
Between Groups	2946.45	5	589.29	9.34*	2.21
Within Groups	12239.46	194	63.09		
Total	15185.91	199			

* Significant, $p < 0.05$

Table 9 indicated that the calculated F-ratio was 9.34 while the critical F-ratio was 2.21 at 0.05 alpha level of significance. The null hypothesis was rejected. Therefore, the hypothesis which stated that there is no significant difference in the attribution of infant mortality by literate adults on the basis of religion was rejected $F(5&194df) = 9.34, p < 0.05$. As such the Duncan Multiple Ranged Test was also employed.

Table 10: Duncan Multiple Range Test (DMRT) Comparing Means of Attribution on the Basis of Religion

Duncan Groupings	N	Mean	Group	Educational Qualification
A	7	68.14	1	African Traditional Religion
B	107	64.07	2	Christianity
B	86	63.89	3	Islam

Table 10 showed the DUNCAN comparing the differences in attribution of infant mortality by literate adults on the basis of religion. Group 1 with a mean score of 68.14 differed significantly from Groups 2 and 3 with mean scores of 64.07 and 63.89, respectively. Since group 2 and 3 are similar, group 1 accounts for the difference found on the ANOVA table.

Discussion

Means of attribution of infant mortality and items rank order showed that item 17 with a mean score of 3.45 ranked 1st and it stated that “when a child dies, it is always caused by poor medical attention during pre-natal period”. This was followed by item 1 with a mean score of 3.33 and it stated that “when a child dies, it is always caused by destiny”. The item that ranked last was item 16 with a mean score of 1.85 and it stated that “when a child dies, it is always caused by mother of twins refusing to dance in the market after birth”.

The result of the first null hypothesis showed that there is no significant difference in the attribution of infant mortality as expressed by literate adults on the basis of gender. This implied that male and female literate adults do not differ in their attribution of infant mortality. This corroborates the views of Ikechukwu (2007) that cultural belief is derived from the belief system of a community irrespective of gender.

The second null hypothesis indicated that there is a significant difference in the attribution of infant mortality by literate adults on the basis of age. This finding agrees with the observation of Johnson (2008) which stated that exposures of different age groups to life issues, shapes their views of life experiences thesis revealed that there is significant difference in the attribution of infant mortality as by literate adults on the basis of educational qualification. This could be as a result of the respondents’ educational exposure. This findings is in line with the report of Asonibare et al (2009) that the differences in educational background of respondents has a way of exposing them to different views which eventually affects their belief system.

The result of the fourth null hypothesis indicated that there is significant difference in the attribution of infant mortality by literate adults on the basis of marital status. It is expected that the married and the divorced will have more experience on the causes of infant mortality than their unmarried counterparts.

Hypothesis five showed that there is significant difference in the attribution of infant mortality by literate adults on the basis of religion. This finding agreed with the report of Asonibare et al (2009) that there is always variation in the beliefs, doctrines and practices of the three religions. However, this observation disagrees with the findings of Dimkpa (1999) who found no significant difference in the attribution of infant mortality among parents and teachers on the basis of religion.

Conclusion

Based on the findings of the study, literate adults in Ilorin metropolis differ in their attribution of infant mortality based on age, educational qualification, marital status and religion, but no significant difference was found irrespective of their gender.

Implication for Counselling

Counsellors should organize enlightenment programmers and partner with medical personnel’s, religious organizations, non-governmental agencies in encouraging the use of modern medical facilities rather than traditional/ local ways of treating illness especially in children. This will help to replace the unscientific beliefs with scientific.

Counselling techniques should be taught right from the secondary to the University level. It will help those who are traumatized as a result of child or siblings death to face the future with hope.

Counsellors can also organize individual and group counselling especially among women experiencing infant mortality.

Recommendations

Based on the findings of this study, the following recommendations were made:

- (1) Medical treatment for children under the age of 5 years should be free.
- (2) Government should encourage free education for all. This will allow people to bring in their wards to school, which will positively affect their belief system.
- (3) Laws should be enacted against treatment of children in local settings while modern medical technology should be encouraged and affordable for all.

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Teaching and Assessing of Affective Characteristics: A Critical Missing Link in Online Education

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Abstract

Online education, which is as a platform for delivering educational content and facilitating instruction – student interaction over a computer network came into limelight in the 1990's and has been growing rapidly ever since. 96% of Universities in the United States of America currently offer online learning opportunities; with more than 3million students enrolled. In addition, several colleges and universities around the globe now offer degrees that can be accomplished online. The promise and potential of online education is laudable; it has the ability to make education more convenient and accessible. Advances in technology have made this possible since learning can take place “asynchronously” anytime and anywhere. However, studies have shown that teaching and assessment in schools;within the in-class, blended and online set up, are concentrated on cognitive achievement to the detriment of affective and psychomotor development of learners. In the light of this, and because of the fact that comprehensive assessment is an indispensable aspect of any meaningful educational program,attempt is made in this paper to examine the implications of the aversion to the teaching and assessing of affective characteristics in online education. The paper also makes strategic suggestions as a way forward

Key words

Affective, cognitive, assessment, in-class, online educators, online learners

Introduction

Online education has grown significantly over the past ten years. Due to the rapid adoption of electronic communication and media, many educational institutions are delivering a large portion of their classes and curricula online. It is predicted that online course enrolments will continue to grow in all sectors of education (Allen & Seaman 2008). According to Ebersole (2007), in a society where people are changing jobs and careers more frequently, while simultaneously raising families, online learning is emerging as one essential and sensible alternative. Online students are not just adults aiming to bring about professional development but also young people. This fact has aroused the interest of a large number of institutions, which offer courses in the form of blended learning models, a combination of face to face and online systems, or totally online, which offer flexible and choice options that are more and more adaptable to the objectives and interest of students of all ages and cultures who live anywhere in the world.

Though on-line education is a relatively new but promising development, there are cautionary notes from some researchers concerning this innovation. For example Capra (2011) observes that while the promise and potential of online education is impressive, it is not without unintended negative consequences. Drago and Warner (2004) submit that "on-line education is here to stay", they however argued that if quality education is expected through this mode of delivery, its relationship to various learning styles should be investigated.

Furthermore, Reeves (2006) points out that the success of any learning environment, including e-learning, is determined by the degree to which there is adequate alignment among eight critical factors: 1) goals, 2) content, 3) instructional design, 4) learner task, 5)instructor roles, 6) student roles, 7)technological affordances, and 8)assessment. However, Reeves and Hedberg (2003) highlight the fact that the evaluations of traditional, online, and blended approaches to teaching indicate that the most commonly misaligned factor is assessment. In the same vein, Sperber (2005), Saxon and Calderwood (2008) among other researchers confirm the observations of Reeves and Hedberg (2003) in their submission that most instruction in higher education is focused on the cognitive domain to the exclusion of the affective and the psychomotor domains.

Following the aforementioned observations and cautionary notes, coupled with the fact that online education continues to gain momentum and captivate the interest of more people by the day, this paper examines the implications of the absence of teaching and assessing of affective characteristics in on-line education. In setting the background therefore, attempt is made to clarify the concept of affective domain, trace the origin of affective education and also highlight the taxonomy of affective qualities.

Concept Clarification

Birbeck and Andre (2009) rightly point out that the affective domain is a vague concept that could relate to at least three different aspects of teaching and learning. According to them, the affective domain firstly could be about the teacher's approach to teaching in terms of Philosophy and what this communicates to the student. In this case, the affective domain relates to the way in which the teacher interacts with students to establish a relationship.

Secondly, the affective domain could be about stirring up the affective attributes of students as a deliberate form of engagement. The essence of such a method could be to show disapproval or annoyance at an act of injustice and by so doing, some students may be encouraged to take a greater level of participation. With the first and second perspective of affective domain, the onus is on the teacher to establish the learning environment. It is expected that students will respond positively or otherwise. However, they do not initiate. Thirdly, the affective domain could be about learners being engaged with the development and understanding of their own motivations, attitudes, values and feelings with respect to behavior as a citizen and a professional. The discussion in this paper is based on the third perspective.

The Source of Affective Learning

Affective learning characterizes the emotional area of learning reflected by beliefs, values, interests, and behaviors of learners (Krathwohl et al, 1964; Smith & Ragan, 1999; Gronlund&Brookhart, 2009). Affective learning is concerned with how learners feel while they are learning, as well as with how learning experiences are internalized so they can guide the learner's attitudes, opinions, and behavior in the future (Miller 2005).

There are two main schools of thought concerning affective education. The first school of thought maintains that the content of affect (values, morals and ethics) is found in sources external to human experience. This idea has its source in the philosophy of Realism and Idealism as well as in Religion .According to this school of thought, beliefs; values are to be found in divine inspiration and the wisdom of the elders over the years. For example individuals of the Christian persuasion accepts Gods commandment by faith, reason being that the source is seen as supernatural and that God is sovereign. Other injunctions that have been in operation for years are also accepted based on culture as lay down by the elders. In the field of education therefore, when beliefs are identified, it is expected that these beliefs be inculcated in the learners and the learners' be made to comply. This is an absolutist affective education and it works through indoctrination. The second school of thought maintains that the content of affect should be derived mainly from the analysis of human experience. This view has its source in the philosophy of Pragmatism enunciated by Dewey (1939). According to this school of thought, values are developed as the individual or group goes through a process in stages. These stages as put forward by Dewey for the individual or group are:

1. Interact with the environment
2. Reflective thinking on the meaning of the interaction
3. Based on the reflective thought, formulate values or beliefs
4. .Based on reflective thinking apply the formulated values to new situations

As reflective thinking continues concerning the new situation, the original values or beliefs will either be reconfirmed or changed. This school of thought does not envision a society of entirely autonomous values (Raths 1975) but emphasis the capacity of human beings to engage in meaningful reflective thinking. Within the context of the school system this view leads to developmental affective education. What the school does therefore when operating on the basis of this view is to guide learners to come up with values or beliefs through reflective thinking and also encourage learners to embrace values that are fundamental such

as the right to human dignity. This conception of affective education has a lot in common with telonomic position put forward by Phenix (1969) with his emphasis being on the need for schools to promote a lifelong enquiry for values through critical thinking. Similarly, Rath's values education (1978) and Kohlberg's moral education (1978) can be traced to this conception of affective education.

Apart from the absolutist and the Pragmatic views, another conception that one cannot ignore in any discussion of affective education has to do with the psychological theories of Carl Rogers, Abraham Maslow, Earl Kelley and Arthur Combs (1962). These emphasize the cardinal role of personality and perception in learning. They recommend that priority attention be given to self concept, interpersonal relations and the discovery of personal meaning in the curriculum. Within the school system, this view is generally known as humanistic education. The work of Rath (1972) on emotional needs and that of Combs (1972) on value development reveals a similarity between developmental education and humanistic education. A major difference however is that Dewey and the members of his school of thought place emphasis on social development whereas the humanistic psychologist place emphasis on personal growth. Developmental affective education therefore is based on the works of John Dewey and that of the humanistic psychologist.

Taxonomy of Affective Qualities

Krathwohl et al (1964) proposed a five level taxonomy of the affective domains arranged in a hierarchy according to complexity.

The first level of the affective taxonomy is referred to as "receiving". At this level, the learner is aware of the topic, stimuli, event or issue and is willing and ready to learn about it or respond to it. It follows therefore that in order to progress in the taxonomy; a learner must be aware of and attend to the issue or event in question. Where the learner fails to receive information, progress on affective hierarchy becomes stocked. A common example of this level of affective learning is class attendance and concentration during lectures at school. During the process of "receiving" the learner comes across new ideas and makes effort to understand them.

The Second level, "responding" ranges from compliance by voluntary response to having a sense of satisfaction in doing what is required. For example, a learner obeys class rules and regulations, complies with teacher's instructions and participates in class activities as required.

The third level is referred to as "Valuing". At this level the learner voluntarily manifests behaviors that are consistent with certain beliefs. For example, when a learner demonstrates kind gestures towards others, comes punctually to school, does and submits assignment as and when due. Students demonstrate "valuing" when they consistently prioritize time effectively to meet academic obligations and when they, for example, practice the safe handling of equipment and materials in a laboratory science course throughout a semester (Gronlund & Brookhart, 2009).

At the fourth level of the taxonomy; "Organization" the learner organizes a set of values into a value system (i.e. the learners general set of values) that are used to respond to diverse situations. Gronlund (1991) confirms the increasing complexity of this form of learning in his

observation that: “as affective outcomes move from simple to complex, they become increasingly internalized and integrated with behaviors..... to form complex value systems and behavior patterns” (P.55)

The fifth level and which is the highest level in the hierarchy of affective taxonomy is “characterization by a value or value set” and this occurs when a student’s behavior is consistent and predictable as if it has been adopted as a life style (Gronlund, 1991, P. 34). In other words, the student has internalized the values to the extent that they characterize him or her.

The Aversion to Affective Domain in Online Education: Some Implications.

Though in existence for long, affective learning taxonomy has neither been recognized nor used in curriculum development to the same degree as the cognitive taxonomy. There are numerous factors that contribute to higher education’s collective aversion of the affective domain (Pierre &Oughton, 2007). A school of thought opines that affective learning is a byproduct of cognitive learning and for this reason it is argued that affective learning outcomes do not need to be indicated, taught, or assessed separately. Furthermore it is maintained that there are in fact, close parallels between Bloom’s taxonomy for the cognitive domain and Krathwohl’s taxonomy for the affective domain (Smith &Regan, 1999) and because of this, special attention should not be give to the affective domain. Further challenges in affective learning and assessment is said to arise from difficulties in precisely stating desired affective learning outcomes because they involve opinions, beliefs, and attitudes (Bloom et al 1956; Smith and Regan, 1999).

Yet another School of thought that seeks to explain the lack of attention given to the affective domain maintains that the cognitive domain is intuitive in that it seems to make sense to concentrate on the body of knowledge, makes sense for students to develop problem solving skills and to critically question science and society and makes sense to have graduates who have the capacity to develop creative response to difficult and complex problems (Krathwohl et al, 1964; Pierre &Oughton, 2007). It is also argued that the cognitive domain is relatively easy to assess and to apply sound assessment practices like moderation to ensure some level of objectivity and fairness (Pierre &Oughton, 2007). On the other hand the affective domain is said to be contentious raising all manner of fundamental challenges and questions that go to the very heart of the purpose of education at a tertiary level and asks hard questions about social and cultural power in education, such as:

- How does one judge intrinsic qualities such as values, motivation, feelings and attitudes
- Is higher education an appropriate place to develop qualities such as hard work or having a goal?
- If so how should they be assessed?
- What will be used as a standard upon which one judges?
- How does one ensure any sense of validity and transparency?
- How can one tell if students are authentically displaying these intrinsic traits and not just “playing the game”? (Birbeck. & Andre (2009)

Again, and in a sense most pervasively, affective learning in traditional and online education has suffered from benign neglect, wherein faculty have failed to identify and describe their legitimate aims for students' affective learning (Colby & Sullivan, 2009; Pierre & Oughton, 2007; Shephard, 2008). Shephard further submits that some individuals avoid specifying student affective learning outcomes because they are afraid of being accused of indoctrination or brainwashing.

Plausible as these arguments may be or seem to be, one opines that they do not justify the apathy concerning affective education and its assessment in online education. According to Stiggins (2005, P.199 – 200), "motivation and desire represents the very foundation of learning. If students do not want to learn, there will be no learning. Desire and motivation are not academic achievement characteristics, they are affective characteristics". This being the case, the only avenue of working on learners' desire and motivation has long remained unattended to in online education. Nolting (2007) points out that performance in Mathematics has almost as much to do with students' attitudes and beliefs as it has to do with their mathematical knowledge. Mathematics and the sciences have for many years been seen as dreaded areas by many students and the situation is still the same. More often than not, the blame is on the "innocent" students while not many are ready to admit the fact that the curriculum is lopsided and the students' negative attitude could also be due to this.

At all levels of online education there is the possibility for the level of interest in learning and the desire to excel academically to diminish over time. While some learners do drop out of online education program for inability to see the relevance in the curriculum, some of those who succeeded in completing the program do end up totally disengaged from the educational process for the same reason. This is also one of the implications of the absence of teaching and assessing of affective characteristics embedded in the curriculum. Such assessment if put in place would enable online educators to keep regular watch on students' beliefs concerning their ability to meet educational objectives and standards as well as the students' attitudes concerning the relevance and importance of the content they are learning. Affective construct therefore puts the online educator in a good position to identify on time students with the likelihood of dropping out of the system. Since not much use is being made of the affective construct, a lot of casualties continued to be recorded by way of learners dropping out of school or losing interest after completing a segment of the educational system successfully. For example, According to Aragon and Johnson (2008) Institutions of higher Learning, particularly Community Colleges report that withdrawal rates in online courses have surpassed traditional courses by at least 20%. Similarly, Capra (2011) observes that for many institutions, online education is creating an interesting paradox; growing demand and enrolment coupled by higher withdrawal and failure rates.

Popham, (2011, P.233) argues that the reason such affective variables such as students' attitudes, interest and values are important is because they typically influence future behavior. He highlights further that it is necessary to promote positive attitudes towards learning because students who have positive attitudes towards learning today will be inclined to pursue learning in the future. It follows therefore that where the machinery through which the affective status of online learners are not put in place it becomes practically impossible to know how students are predisposed to behave in subsequent years. This is the prevailing scenario within online education system and the implication of this is

that the online learners who would have been helped while still within the system lost the opportunity because there was no way of knowing their affective status.

Ideally, Education is to equip the learner for citizenship and citizenship precludes an individual who is not just able to read, write, carry out mathematical operations, think critically, be an effective employee or employer but also possess a general sense of social responsibility. However, for many years now, looking at the products of online education, a learner with pass marks in his or her courses/program of study receives a certificate at the end of the course no matter how "unruly" he or she may be. This is all because the affective traits do not count towards obtaining a certificate. Apart from the certificate that shows academic attainment, Institutions operating online programs do not issue any document that shows affective characteristics and such document with Institutional authentication is not required in the job market either. To some extent, the 'moral complications' in the society can be traced to this.

Griffith & Nguyen (2006) rightly liken the cognitive domain when focused upon alone in the curriculum at the expense of the affective domain to a skeleton without the skin. Strangely enough that is what the curriculum of online education has continued to be for years. It is frightening to imagine the impact that such incomprehensive curriculum will have on the society in the distant future going by what is all over the place now. Olubor & Ogonor (2007) carried out a study that hinges on production theory. The crux of the theory is that within a learning environment, if the change agents adequately process the inputs into the system the desired output can be attained. In online education, the online teachers and pupils are both the inputs while the online teachers are also the main agents in the processing stage. The ability of the online teachers to successfully carry out the processing stage diligently, determines the expected output which in the study is the good citizen. They however submit that citizenship education can best be taught by using teaching methods in the affective domain. They correctly observe that this is the right approach to the acquisition of learning which has to do with values, beliefs, attitudes, social relations, emotional adjustments, habits and life styles. While a pressing need and the pride of every nation is good citizens in increasing number, paradoxically the only viable means of attaining this; the teaching and assessment of affective characteristics is not receiving the necessary attention in online education. This explains to some extent why the cry for good citizenship in many nations is not bringing in the expected result.

Even with the focus on the cognitive domain, our schools are still producing many students that fall short in this area. The biggest critics of today's educational system are the business community and those who have graduated from in-class education and or online education program. Though many of them also passed through both or either of the educational programs, they can now see that the programs are not actually giving those passing through them what it takes to actually perform excellently out there in the wider world. As Griffith & Nguyen (2006) point out, "what good is the acquisition of a vast range of academic skills if we are unable to integrate them?" They observe that students need to be able to communicate value, organize and characterize, to effectively utilize and make sense of what they have learnt. These however are affective characteristics. This being the case, it is extremely difficult, if not totally impossible to attain maximally in the cognitive domain

unless the complementary skills in the affective domain is not only taught well but carefully developed.

Sumsion and Goodfellow (2004) in their work mapping generic skills across a number of curriculums articulate their concerns with what they describe as “unproblematized accounts of the development of generic skills and qualities” (P330). They claim that the skills that one might develop in an environment such as in a Higher Education setting might not automatically transfer to other settings. Furthermore, they assert there is a difference between capacity and competence such that “—capacity extends beyond competence; it involves an ability and a willingness to apply understanding, knowledge and skills to unfamiliar contexts and unfamiliar problems (P.332). Precisely, the argument is that while cognitive skills may be developed well enough in online education, unless the student has certain affective capabilities they are less likely to be able to use their cognitive skills and understanding across a range of environments. (Boud&Falchikov, 2006). Consequently, there must be an explicit relationship between cognitive learning, assessment and “capability” (Sumsion&Goodfellow, 2004).

Crebert, Bates, Bell, Patrick and Cragolini (2004) claim that a student’s ability to integrate and demonstrate generic skills across contexts “Requires ethics, judgment and self confidence to take risks and a commitment to learn from experience” (P.148). *“The idea of skills, even generic skills is a cull de sac. In contrast, the way forward lies in construing and enacting pedagogy for human being. In other words, learning for an unknown future has to be understood neither in terms of knowledge or skills but of human qualities and dispositions”*. (Barnett, 2004, P.247). In ‘Learning for an unknown future’ Barnett (2004) states that a being capable of thriving with uncertainty needs dispositions; “Among such dispositions are carefulness, thoughtfulness, humility, criticality, receptiveness, resilience, courage and stillness” (P.258). The reality of the submissions of Crebert et al & Barnet can be seen in the common cases of graduates from online education with certificates showing brilliant academic attainments but who cannot “actually deliver in the society”.

The cognitive and the affective domains are interdependent. For this reason, focusing on cognitive constructs to the exclusion of affective construct in online education can only unavoidably lead to an incomplete educational experience for online learners and this has been the situation in online education for some time. The implication of this, among other things is that we have online learners for example with an advanced knowledge of their specific fields and with great abilities but with little or no regard for their professions or the ethical standards that govern them. Educators can only foster the desired positive change in learners’ dispositions, attitudes, values and ethical perspectives by obtaining necessary information through a diligent and consistent assessment of the affective domain. Incidentally this is the domain that has been left dormant for some time now in online education. The essence of assessing dispositions is to ensure that the online learners have positive productive attitudes, values, etc so that online educators can capitalize on these, work on them to bring about increased attainment on the part of online learners. Where the assessment reveals negative feelings, the onus is on the online educators to labor for necessary educational experiences that will bring about the anticipated positive dispositions.

Krathwohl, Bloom & Masia (1964, P.60) in their seminal work describe the affective domain by contrasting it with the cognitive domain thus: "In the cognitive domain we are concerned that the student shall be able to do the task when requested.. In the affective domain we are more concerned that he does do it when it is appropriate after he has learned he can do it" Krathwohl's definition is shows that the emphasis in the affective domain is : "did you" or didn't you" when you knew how? . With this definition the problem of subjectivity is totally ruled out. Birbeck (2008) gives a practical application of Krathwohl's distinction within the traditional classroom set up when he writes: " *I once taught Ethics to fourth year Education students. The final assessment asked the students to discuss their understanding of ethics and they were encouraged to use examples from their experiences on preceding practicum placements. One student wrote about how he came to believe that a student in his year two class had been sexually abused. He reported the matter to his mentor teacher and his ethical discussion in his essay centered on the fact that to his knowledge the teacher did not comply with South Australian law in terms of mandatory notification. What was not covered in the essay was that the student had completed his mandatory notification training and was under an equally compelling obligation as his mentor teacher to notify. Arguably, he had a higher obligation as it was his conviction of the abuse that raised the issue. ---He could have reported but he did not---he has not demonstrated that he has the capacity to protect his students; an expectation placed on his profession by society, his employer and by his profession*".

Applying Krathwohl's et al (1964) description in online education enables one to judge an outcome in the affective domain without necessarily occupying the untenable position of judging another's attitude, values, feelings or motivations. The judgment is carried out by aligning the student's actions with what is expected by the particular profession in question.. This is one of the things that the "abandoned" affective characteristics would take care when given the necessary attention in online education.

The Way Forward

Effort has been made in this paper to highlight the fact that in online education, emphasis has been on instruction in the cognitive domain to the neglect of teaching in the affective domain. As highlighted in the paper also, several reasons have been put forward to justify this neglect. However,going by the implications of this continued neglect of the affective domain in favor of the cognitive domain as discussed in this paper, unless the necessary balance between the affective and the cognitive domains in online education is restored and the move started without further delay in a significant way, time will doubly prove the curriculum of online education to be grossly incomplete. Should this happen, then the implications that are emanating now as a result of the imbalance will only be a tip of the ice bag because by then the consequences would have become aggravated. The bottom line therefore is that the critical importance of affective learning in "whole person development" can no longer be ignored in 21st century online education.

If there will be appreciable result, then the modality of redressing the said imbalance between the cognitive and the affective domains in the curriculum of online education must be comprehensive in nature and properly coordinated by relevant authorities'.

In restoring the balance between the affective and the cognitive domains in online education, some learning and teaching activities can be used. These include: problem based learning,

group analysis of case studies, perspective sharing and reflection and the use of the multimedia to trigger responses. These activities, if well handled and integrated by online educators will go a long way in fostering the teaching and assessment of affective characteristics.

The measurement of important personal and social qualities, including affect, cannot occur directly. Unlike the measurement of height and weight, which involve the use of well calibrated and standardized tools that directly measure stable qualities, the measurement of temperament, personality, attitudes, feelings, emotions, and values may involve the use of tools that are not as well calibrated. However, despite these difficulties, progress can still be made can still be by using some less complicated methods such as, observations, interviews, self-report, questionnaires and surveys. Measurement generally is enhanced when information from various informed and knowledgeable sources is considered. For example, when working with adolescents, measurement of important affective traits may be enhanced by acquiring information directly from the target adolescents as well as from their parents and siblings, teachers, friends and other peers, together with others who are very close to them. The acquisition of information from other sources may be particularly beneficial when the traits being measured are displayed externally (as opposed to ones, like preferences, that are displayed internally).

Furthermore, an accurate understanding of one important trait is enhanced by information about various other important traits. For example, an understanding of qualities associated with extroversion-introversion generally is enhanced by knowledge of a person's age, gender, intelligence, achievement, language, self concept, and other important qualities.

Restoring and maintaining the balance between affective and cognitive domains in online education will amount to additional workload for online educators. It is therefore important that this onerous responsibility be adequately compensated for in terms of commensurate remuneration.

Institutional administrator of online education, online educators and assessment specialists will need work together and ensure that regular conferences, workshops and in-service trainings are carried out in the area of affective characteristics and their assessment within the framework of online education. The outcome of such exercise should also be strategically and wisely disseminated. The relevant authorities will also need to make available Research grants in the area of affective characteristics and their assessment in schools. To follow this up, Institutions and individuals are to be encouraged to apply for these grants and carry out in-depth Research that will further address current and anticipated issues in the area of affective education and affective assessment in online education. Some of the issues that online educators need to focus upon for solution include:

- What methods of affective education would be legitimate to adopt in a situation where young online learners do not have the capacity to think logically at higher cognitive levels?
- What happens if genuinely and carefully formulated values and actions go contrary to established values and traditions of Institutions offering online programs?

- What public value may be promoted within the scope of the law such that the rights of the learners and the rights of the society will both be protected?

These and many other issues about affective education and affective assessment in online education can definitely not be sorted out in one go. However the journey towards solution must start actively and in a coordinated and comprehensive way somewhere. If this is done, before long, the needed balance between affective and cognitive domains in online education will be restored and online educational experience will be complete and rewarding.

Conclusion

Following the discussion in this paper, it can be deduced that affective education is a necessary condition for effective online education. In the light of this there must be a quick end to being enamored only with knowledge acquisition in online education. The impression that is long been given that cognitive thinking education is equal to academic courses devoid of affective education is misleading and should not become embedded in online education.

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Assessment of the Provisions of Guidance and Counseling Services in Secondary Schools of East Harerge Zone and Hareri Region, Ethiopia

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Abstract

The aim of the study was to assess the provision and perceived importance of guidance and counseling. The study used survey design and 336 participants participated in the study. Chi-square, independent sample t-test, Kruskal-Wallis test and percentages were used as data analysis techniques. The result indicated that the school community had poor awareness about the presence of G&C services at their schools. Male students' utilization of the services was significantly higher than their female counter parts. Fear of asking help was the reason for underutilization of the G&C services by female students. The schools guidance and counseling programs did not have written plans, specific roles and responsibilities and private counseling rooms. There was loose coordination among principals, teachers, and guidance and counseling programs. Recommendations on ways of improving G&C services were forwarded.

Keywords

Guidance and counseling, Secondary schools, Gender, Private counseling room, Roles and responsibilities, Hareri

Introduction

The rationale to offer guidance and counseling services to high school students is clear. The high school years is a periods of academic, social, personal, emotional and intellectual growth for most adolescents. By resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses; their academic achievement can be improved and their overall development can be enhanced. On top of this, the increasing complexities in the society, industrial and technological development, changes of the nation's educational system and increasing number of students necessitated the provision of effective guidance and counseling service

more than any other time. Thus, supporting adolescents in all aspects of their development is very critical to their success. School systems must be ready, willing and able to deal with challenges that adolescents face in going through the transitions (Haregewoin & Yusuf, 1994; Oladele, 1987).

Bhatnagar and Gupta (1999) define guidance as a process of helping the individual find solutions to his/her own problems and accept them as his own. Ipaye (1983) stated that guidance is a general label, an umbrella term that covers all the means whereby an institution identifies and responds to the individual needs of pupils/students and thereby helping the individual to develop his or her maximum potential. Counseling, on the other hand, is a subset of the general term we call guidance services.

The purposes of guidance and counseling (G&C) programs for school children are many folds. Empirical evidences showed that G&C programs had significant influence on improving discipline problems (Baker & Gerler, 2001), enhancing students grades (Gerler, Kinney & Anderson, 1985), strengthening social skills (Verduyn, Lord & Forrest, 1990), helping students make wise decision on career development and college choices (Whiston, Sexton & Lasoff, 1998) and developing positive study habits and study skills (Abid Hussain, 2006). The Ethiopian government designed 70:30 strategies of higher education intake ratios in favor of science & technology. Accordingly, science and mathematics (S&M) secondary education is put to the spotlight (Federal Ministry of Education, 2010). It is the writers believe that guidance and counseling play significant role in the implementation of this strategy.

In the history of Ethiopian higher education, the term "counseling" appeared for the first time in 1967 when a course called "Guidance and Counseling" was introduced in the curriculum of Addis Ababa University (Yusuf, 1982). Since then; the course has been given to university students at the department of Psychology. Graduates have been assigned to schools and other social settings to provide guidance and counseling services.

The present study tried to assess the provision and perceived importance of G&C services in secondary schools of Hareri region and East Harerge zone of Oromia region. To achieve this, the researcher examined the availability of G&C programs, the qualification of personnel providing G&C services, availability of materials and facilities for the successful execution of the program and the level of students' and teachers utilization of services.

Statement of the Problem

According to Haregewoin and Yusuf (1994), the people in the traditional helping professions (religious people, elders, or parents) do not have any scientific training. Hence, their help is insignificant to the present day adolescents. Oladele (1987) also argues that counselors must have a fairly high level of psychological sophistication in their profession in order to meet the different expectations of their clients. According to him the quality of counseling services rendered depends a great deal on the training of the counselors.

Considering these facts, G&C personnel are being trained in Ethiopian tertiary institutions and sent to schools to deliver services. Although considerable resources are expended to train these professionals, no data have been collected to describe their programs and

activities. There is a need, therefore, to assess the G&C services rendered by school guidance and counselors.

Research objectives

The main objectives of the research is to assess the provision and perceived importance G&C programs at secondary schools of Hareri region and East Harerge zone of Oromia region. To address the objectives, the following research questions are forwarded:

Are students and teachers aware of the presence of G&C program at their schools?

Is there gender difference in the utilization of G&C services?

How do students, teachers, school principals and education bureau officials perceive the importance of G&C programs to high school students?

Is there any attempt made to assess the effectiveness of the guidance and counseling services provided at the schools?

Method

Survey research design was used for this study. First the regional and zonal education bureau officials were communicated if there were schools that had functioning G&C programs. The officials reported that all government high schools in Hareri people regional state (five in number) and 13 out of the 30 government high schools in East Harerge zone had G&C programs. Since the purpose of the study was to assess the provisions of G&C services, only those schools that had functioning G&C programs were assessed. Accordingly, half of the schools that were reported to have G&C programs (3 schools from Hareri region and 6 schools from East Harerge zone) were randomly selected using lottery method. From these schools a total of 336 participants (225 students, 90 teachers, 9 directors, 9 school guidance and counselors, one regional education bureau head, one zonal education bureau head and one supervisor) participated in the study.

Instrument

The instruments that were used for collecting data were questionnaire and semi-structured interview. The questionnaire had open-ended and closed-ended items. It was designed to collect relevant information from teachers and students. Semi-structured interview was employed to collect data from principals, school counselors and regional and zonal education bureau officials. The validity of the instruments was established by colleagues and lecturers of College of Education and Behavioral Sciences, Haramaya University. The reliability of the questionnaire had Cronbach's alpha of .89. The data were collected with the help of school principals and teachers.

Data Analysis

Chi-square, independent sample t-test, Kruskal-Wallis test and percentages were used to analyze quantitative data obtained through questionnaire. A thematic analysis (Qualitative analysis) was used to analyze interviews and open ended questionnaire results. This

involves a critical assessment of each response and examining it using thematic interpretation in accordance with the objective of the study.

Results

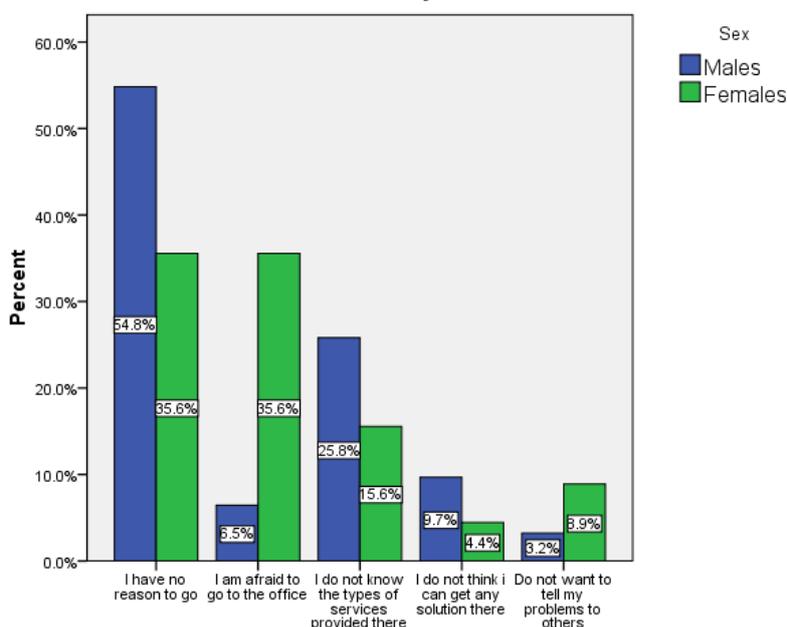
All questionnaires that were distributed to the teachers were correctly filled and returned. However, only 184 out of 225 students correctly filled and returned the questionnaires. The remaining questionnaires were not returned or incorrectly filled. All the analysis was based on the information obtained from 184 students, 90 teachers, nine school principals, seven school guidance and counselors, one regional education bureau head, one zonal education bureau head and one supervisor.

The first objective of this study was to investigate the level of awareness of teachers and students about the existence of G&C programs in their respective schools. The results of the study indicated that 50.8% of students and 33.7 % of teachers expressed that there was G&C programs at their school. Among the participants who were aware of the presence of G&C programs, only 20 % of the students sought help and none of the teachers neither sought help nor referred students to the school guidance and counselor.

In fact, there seems to be sex difference in the awareness and utilization of students in the G&C program. About 47 % of male and 54.7 % of female students were aware of the presence of G&C services at their school. However, more male students (27.9%) visited the guidance and counseling office than their female counter parts (13.5%). The Chi-square test revealed that there were significant gender differences in the utilization of G&C services $X^2(1)=4.36, P<.05$.

The students who had never utilized the school guidance and counseling services were asked about the reasons for not using. The results are provided in the following graph.

Figure 1: Students Reasons for not Visiting the School Guidance and Counseling office by Sex



As it can be seen from the above figure, most students believed that there was no reason to go to the school guidance and counselor's office. When the responses were analyzed by gender, 35.6% of female students claimed that they were afraid to go to the office for help compared to only 6.5 % of their male counter parts.

An independent sample t-test was conducted to compare perceived importance of G&C programs for high school students. The result showed that there was significant difference in score for students ($M=21.83, SD=5.8$) and teachers ($M=26.64, SD=3.6; t(258) = -8.35, p=.000$). The magnitude of the difference was found to be large (0.21). That is, 21% of the variance in perceived importance of G&C programs was explained by being student or teacher. Further, Kruskal-Wallis test results indicated that perceived importance of guidance and counseling were significantly affected by teachers service years ($H(3)=13.91, P<.05$), but it is not affected by stream or departments of teachers ($H(1)= 1.79, P<.05$). However, independent sample t-test indicated that there was no significant difference in the score for male students ($M=23.57, SD=6.01$) and female students ($M=23.28, SD=5.03; t(269) =.419, p=.144$). All participants perceived that improving study skills was the most expected function of school guidance and counseling program ($M=4.10$ out of the possible 5 points). Unfortunately, the vocational and career decision role of guidance and counseling was given the least attention by all participants.

Availability of certified or trained service providers, proportionality of service providers and service takers, availability of clear job descriptions and written plans including resources are pertinent to the effective implementation of the G&C programs. These issues were addressed using the interview schedule designed for regional and zonal education bureau officials, school principals and guidance and counseling officers of the study area. All interviewee except one pointed out that there were neither clear job descriptions nor written plans attached to the school guidance and counseling office. Almost all of the schools (except one) had one guidance and counseling officer. Some of these practitioners had training in Psychology, School counseling or sociology whereas others did not have any forms of training in guidance and counseling. Most school guidance and counselors reported that they did not have private counseling room. The school principals also confirmed that they had serious shortage of offices and they were forced to share offices among staff. Most school principals and other officials wanted the G&C program to focus on education related issues like study skill, discipline and late coming. With the absence of clear roles and responsibilities of G&C programs, most visited guidance and counselors were expected to serve as unit leaders. All principals and all education bureau officials of Hareri region and East Harerge zone agreed that they had never assessed the effectiveness of the guidance and counseling programs at their respective schools.

Discussion

The result of the study indicated that about half of the students and one-third of the teachers were aware of the existence of G&C programs at their schools. Out of these, less than a quarter of students utilized the services. One school counselor reported that in a school that enrolled more than 1000 students, only 38 students sought help from him for the last six months. Sex difference had been observed in awareness about the program and utilization

of the services. Though more female students knew the existence of G&C program compared to their male counterparts, their utilization was significantly lower than that of male students. Most female students mentioned fear for not utilizing the guidance and counseling office.

The present result is similar to the studies of Neal's (1983) and Unger and Crawford (1992) that females were comparatively more aware of counseling services. However, unlike Unger and Crawford (1992) and Neal's (1983) findings, females were not proportionately greater users of counseling services. Women's increased awareness of counseling services may not be surprising as they have a statistically significant increased risk of having mental distress than men (Kebede, Alem, & Rashid, 1999). However, it is surprising that they did not consume the services as indicated in the present study. Female participants mentioned fear as principal reason for not utilizing the counseling services. This might emanate from the culture and the way females are socialized in general and absence of female counselors in particular. Many guidance and counselors in the surveyed schools were males. In most Ethiopian culture, females are not allowed to approach males privately. That is why many female students mentioned fear as a reason for not utilizing the services. Hence, it is advisable for schools to respond female students counseling needs by employing female professionals.

The importance of G&C programs for school students was agreed by all participants. There was no significant difference between males and females in this regard. However, teachers' score of perceived importance of G&C services was significantly higher than that of students. Furthermore, experienced teachers perceived importance score of guidance and counseling was significantly higher than less experienced teachers. It is true that experienced teachers have lots of experiences about their students' strengths and weaknesses and they value the role of school G&C programs in capitalizing strengths and eradicating weaknesses. Though the teachers agreed on the importance of G&C programs, none of them referred any student to the G&C office.

Students and teachers expressed improving study skills and fostering healthy heterosexual relationship to be the most important functions of school G&C programs. On the other hand, principals and regional and zonal education bureau officials stressed disciplinary issues to be the center of G&C programs. This study is similar to the studies conducted by Baker and Gerler (2001) and Abid Hussain (2006) that school G&C program had significant influence on improving discipline problems and fostering positive study habit and study skill. However, unlike studies by Whiston, Sexton & Lasoff, (1998), career and college choices were given the least credit by all participants. According to the Ethiopian Education and Training policy (1994), the purpose of general secondary education is to enable students identify their interests for further education and for specific training. This purpose will be achieved if school guidance and counselors analyze potentials and interests of students and provide career information in a way of preparing students for the world of work.

One of the strengths of G&C program in the study areas was availability of trained counselors. Most visited school counselors had training related to guidance and counseling. This is in line with what Oladele (1987) observed. According to him the quality of counseling services rendered depends a great deal on the training of the counselors.

However, there was serious problem related to number of counselors per school and their roles and responsibilities. All surveyed schools had one counselor which was not proportional to the number of students. The American School Counselors Association (ASCA, 2007) suggests an ideal proportion of 1:100 or a maximal proportion of 1:300. Nevertheless, in the present study the counselor-student proportion was about 1:1000. Other than the number, the school guidance and counseling program was dominated by male professionals. This poor proportion and poor gender balance impacted the school guidance and counseling programs negatively.

According to the US Department of Education (2003), the availability of program schedule and staff roles and responsibilities are very crucial for the effective implementation of G&C programs. In the present study, however, guidance and counselors did not have clearly defined roles and responsibilities. They were preoccupied with routine works coming from the school principal. While ASCA states that school counselors should spend at least 70 % of their time offering direct service to students, the present study showed that most school counselors spent their time on non guidance and counseling activities like being unit leaders and other managerial activities. Adediran (1995) stressed that before the organization and administration of guidance and counseling units in schools, the counselor must be fully aware of the functions of the services and other significant programs of the school.

Other than the absence of program schedule and written plans, almost all school counselors did not have private counseling room. This is contrary to what Ipaye's (1988) and Egbochuku and Iyamu's (2000) suggest. According to them, without a private accommodation counseling will not be successful and delivery of guidance services will be ineffective

Conclusion

The main objective of the study was to assess the provision of G&C services in selected schools of Hareri region and East Harerge zone of Oromia region. Based on the findings of the study the following conclusions were drawn.

The G&C services were poorly utilized by the school community. Let alone utilizing it, the participants had little awareness about its existence. The services were also male dominated. All the surveyed schools except one had male counselors. This had negatively impacted girls' utilization of the services. For example, female students' utilization of G&C services was significantly lower than that of males.

Vocational guidance was less emphasized by all participants including the school guidance and counselors. Issues related to education and disciplines were believed by the participants to be the most important roles of the school G&C programs. Finally, though the G&C programs trained service providers, it did not have clear job descriptions or written plans. The guidance and counselors neither had private counseling rooms nor specified budget that help to effectively implement the programs. Most of the service providers were forced to serve as unit leaders.

Recommendations

Based on the findings of the study, the following recommendations are made.

Sanitization and awareness raising activities should be done to the whole school communities about the functions of school G&C programs.

The regional and zonal education bureau should formulate job-descriptions of school guidance and counselors. Schools are also expected to have written plans of the guidance and counseling program.

School guidance and counseling program should be gender responsive. In line with this, female counselors need to be employed in addition to the existing male professionals.

Finally, the education bureau should organize training to all school teachers on the basic principles of guidance and counseling. This can improve the proportion of guidance counselor to students' ratio and teachers' participation in guidance and counseling activities.

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The use of Power Point Presentations at in the Department of Foreign Language Education at Middle East Technical University

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Abstract

Power point Presentations are utilized by almost the whole faculty in the department of Foreign Language Education. This study was an attempt to examine the issue of the Power point presentation usage in the Department of Foreign Language Education (FLE) at Middle East Technical University (METU). It aims to investigate the attitudes of prospective teachers' towards the power point presentation usage from the perspective of teachers and students, as well as, the degree of correspondence between students' expectations and the motives underlying instructors' use.

For that purpose, interviews were held with 3 instructors who deliver lectures at the Department of Foreign Language Education, respectively, in literature, linguistics and English Language Teaching (ELT) methodology courses. The interview consists of three main topics which are as follows general ideas about the power point presentation usage, expectations as to the use of power point in FLE courses and problems related to using power point. To obtain quantitative data, questionnaires were administered to randomly-selected 35 students from the FLE department. The questionnaire has three sections: students' general views about the power point usage, their attitudes related to the faculty members' using power point presentations and their ideas about the instructors' encouragement for them to do power point presentation by themselves. In the first section, a bipolar scale, in the second and third section a five-point Likert scale was used. The fourth section included open ended questions and the last part included questions on student' profile.

The findings pointed out that both teachers and students have positive attitudes towards using power point presentations. Moreover, teachers reported that they use PowerPoint presentations in their courses because they regarded them as effective tools in terms of providing visual aids, which is helpful to draw students' attention. Even though the instructors indicated some problems with the power point use, they were observed to be competent in finding solutions to them. On the other hand, students pointed out that it was necessary for them to be encouraged to do power point presentations for their future profession life. The research findings can provide some guidelines for the teacher trainers in the process of training prospective teachers for the integration of power point into English as a Foreign Language (EFL) courses.

Key words: Power point presentations (ppt), visual aids, methodology courses, prospective teachers, perceptions of effective power point usage

Introduction

Technology era has an effect on today's youth in terms of supplying digital stimuli and change in their perceptions and thinking processes, which impacts how they learn. As the student demographics change, information technology has become the criteria for successful performance both in the area of school and in academic life. Therefore, it has created the need of integrating technology into the area of education. The Power point presentation (ppt) is one of the most popular tools in the use of technology in education. In addition, since the power point usage is increasing day by day in the ELT (English Language Teaching) world, its effectiveness is vital. The correspondence between teachers' aims and students' expectations while doing presentations is very crucial. Ppt is used for many different purposes in courses at FLE Department such as exemplifying, explanation and providing framework. This research focused on "Power Point Presentation Usage at FLE Department at METU". Fisher (2003) defines power point briefly as follows:

"PowerPoint is a type of presentation software that allows one to show colored text and images with simple animation and sound. PowerPoint is just one of many types of presentation software."

The easy access to ppt tool makes it more widespread in courses than any other tool in education. Moreover, it can be shared via e-mail or downloaded from and uploaded to online learning systems such as METU Online. Therefore, instructors mainly use ppt and they encourage FLE students by giving tasks to students so that they can increase their skills of preparing presentations.

Statement of Purpose

The purpose of this study is to explore the use of PowerPoint presentations in classes at the Department of Foreign Language Education at METU. It examines ppt usage in terms of its

effectiveness, where and how it is used, the relationship between teachers' and students' expectations as well as the requirements expected from teachers and students. This study specifically sets out to investigate the following issues:

- Students' attitudes towards ppt usage at METU, the FLE Department.
- How the instructors' use of power point presentations affects students' learning.
- Why teachers prefer using ppt at FLE Department.
- In which areas and how ppt should be used.
- Students' challenges and gains while preparing and presenting the ppt.
- The degree of awareness of the teachers' and students' in terms of technological developments.
- Potential problems related to the use of power point presentations and the solutions

Review of Literature

In the information age, there is a consensus that computer technology should be used in the field of education. Therefore, prospective teachers are supposed to both develop their computer literacy and apply their skills of using computer in the teaching-learning process productively. From that perspective, Jonassen (2000) points out that our attitudes towards computers have changed in years. When we look at the historical background of the usage of computer and information technologies in education, we see that there are three application styles: learning computers, learning from computers and learning with computers. During the process of learning with computers, the important elements of a successful lesson have begun to be discussed. Accordingly, Christine (1998) concludes in his study that the most significant element in the classroom is neither technology nor PowerPoint presentations but the good teacher. However, Akdağ and Tok (2004) come to the conclusion that the instruction enriched through the use of the power point presentation has a determinant role on students' success. Thus, they didn't take into consideration the weaknesses of the teacher while using ppt. The reason of the weaknesses is the inefficiency of technology education in teacher training. Correspondingly, Duran (as cited in Şahin, 2003) underlines that one of the aims of teacher-training programs is to help prospective teachers to grasp the idea that the use of technology is meaningful, accurate and necessary in their own profession. Moreover, Şahin (2003) indicates that there should be available technology laboratories in the faculties of education and in those laboratories teacher candidates should be given the opportunity to make up their own materials. As it is seen, there is a tendency to encourage ELT students to do PowerPoint presentations in lessons because, according to the Ohio State University (2004), ppt both strengthen the process of students' learning and increase the skills of analysis and synthesis. Students' preparing ppt helps them see how the lesson is organized and learn the logic behind the design. Nonetheless, Aşan, Betrus, et. al. (as cited in Cengizhan, 2011) state that the teacher candidates graduate without being well equipped enough to apply technology into their own lessons, which shows that there are shortcomings in terms of the usage of technology.

In conclusion, many studies have been conducted about the usage of ppt in education. Some studies give technology prominence, whereas others mention about the importance of the teacher's performance while using ppt. Moreover, the tendency to encourage prospective teachers to improve their skills of using ppt is examined by many researchers. In consideration of these present research studies, this study both investigates the correspondence of teachers' aims and students' expectations and contributes to find out possible solutions to the problems about usage of ppt in FLE classes at METU, the Department of Foreign Language Education.

Methodology

The interviews were conducted with 3 faculty members who give, respectively, linguistics, literature and ELT courses at the department of FLE, METU. In that way our qualitative data was collected. In addition, the questionnaires were distributed to 3rd year students at the FLE department for the quantitative data whose ages are between 19 and 22. As far as the data collection tools are concerned, we designed a questionnaire in order to use for quantitative data collection. We used likert, bipolar scales for different categories of our questionnaire and there are open ended questions in order to get students' personal thoughts. At the end of the questionnaire, students are asked to provide some information about themselves and their interest in computers. In addition, for the qualitative data collection, we carried out semi-structured interviews with the instructors at the department so that we could gain valuable insights into their opinions, experiences and attitudes towards ppt usage. We composed our interview with 'open format questions'. It is in semi-structured form. With the help of those questions, we could get detailed and well-rounded answers.

Research Questions and Hypothesis

The present study explores the following research questions:

1. What are the effects of teachers' using PowerPoint Presentations on students' learning at the FLE Department?
2. How are the students' attitudes towards their PowerPoint Presentation usage in FLE courses?
3. Why do the teachers prefer using ppt in their FLE courses?
4. Do prospective teachers need to be encouraged to do PowerPoint presentations by their instructors?
5. What are the problems of preparing and presenting ppt from the perspective of teachers and students? What are the possible solutions to these problems?

This present study hypothesizes that if instructors teach a lesson with the help of ppt, the efficiency of the lesson increases. This is understandable because ppt can draw students' attention if teachers' level of awareness concerning the technological advances in the power point presentation usage is sufficient. Moreover, the encouragement of preservice teachers to use ppt in FLE Department has a contribution to apply the computer technology in their

future courses. Lastly, there may be problems related to preparing and presenting ppt in the FLE courses, therefore, some instructors may not prefer to use ppt whereas the others may. It is hypothesized that the reasons for such problems may be that PowerPoint Presentations are perceived as an extra burden on the instructors in terms of time and energy.

Data Analysis

For the analysis of the quantitative data, we used SPSS program which helps us to compute the descriptive statistics related to the quantitative data. Firstly, we entered the variables which are the participants, age, academic year, having computer, attitudes to ppt before taking FLE courses, taking computer training and questions.

We labeled the answers of participants and gave values to them. We made tables according to the categories that were formed by being taken into consideration the research questions. Those tables are constructed with the help of charts and frequency tables supplied by SPSS.

In the qualitative data analysis, we made the transcriptions of all the audio-taped interviews. Accordingly, we analyzed the data via the content analysis, composing the main codes and the sub-codes based on the interview data.

In addition, we created table which includes transcriptions in the left column and the related codes in the column right hand side so that we can analyze the data better.

Results, Discussion and Conclusion

It is essential to analyze whether the results of questionnaire and interviews are in line with our hypothesis and research questions. To begin with, concerning our first main question, why the teachers prefer using power points in their FLE courses, the overwhelming majority of the teachers in the study stated favorable views concerning the benefits of using power point presentations in class. It can be said that students (97.1%) also think they learn better if the course material is presented through some visual tools. Also, when we take into consideration that one of the reasons for the teachers' use of power point presentations was to provide visual aids, we can infer that both instructors and students were content with that feature of ppt. Besides, teachers and students find power points effective, which is most probably due to the fact that power point presentations enable image and insertion. In parallel with what EA, Interviewee 1, pointed out below:

"I think it helps them understand certain concepts better such as "sublime" for example. If I show them a picture representing that notion, it may help because it is a really abstract thing, so ppts are helpful in terms of concretizing abstract and difficult to understand concepts."

Teachers also believed that power points make the content more appealing; therefore, they help them to take students' attention. Correspondingly, students agreed that they draw their attention, which supported our hypothesis.

With the help of power points, teachers are likely to give a lesson in sequence, as CS, Interviewee 2, and EA stated, this contributes to the lessons' being organized, thereby giving students a chance to see the big picture. They can see the main and sub-categories together. Consequently, teachers don't spend extra time by writing everything on the board.

However, EA pointed out that preparing power point before the class adds a lot of extra burden on her shoulders as a teacher. It can be concluded that preparing ppt is demanding and using it during lesson is time and energy saving, which might have led teachers in the study to prefer using them.

To continue with the second and the third research questions which investigate the students' attitudes towards them, and the students' opinions about the power point usage, there can be two different points of views as to whether power point presentations or teachers are the dominant factor in students learning. Akdağ and Tok (2004) indicate that the instruction done with the support of power point presentation has a determinant role on students' success. Since 88.5% of the students reported that the usage of power point helps them better acquire and better understanding of the course material, we can infer that using ppt in FLE courses has a positive effect on their learning. However, only 31.4% of them reported having difficulty in focusing on the topic in the lessons in which the power point is not used. Therefore, during the lesson, learners should be provided with other tools as power point presentations are not best tools to convey the meaning. Accordingly, Christine (1998) concludes in his study that the most significant element in the classroom is neither technology nor the power point presentation but the good teacher. At this point, we can claim that a good teacher is the person who uses power point presentations interactively, which helps students to learn better since they prevent them from staying passive during the lesson. Similarly, 88.5% of student teachers in the study thought that a teacher should maintain a balance between the lecture and the slides. As far as the Department of Foreign Language Education (FLE) at METU, is concerned, prospective teachers in the study (60%) were of the opinion that their teachers do interactive power point presentations by asking them questions about each slide whereas 40% of students stated that they felt sleepy during lesson. By taking into consideration that assumption, it can be deduced that the instructors at the FLE department not, merely, concentrate on the slides and forget about interacting with the learners when they use power point presentations. For effective learning, it is inevitable for teachers to use power point presentations, but on condition that they integrate it into the lessons with the participation of students. To have a high level of computer skills can also be said to be a vital factor for that purpose. When we look at students' opinions about that issue, the majority of students believed that their course instructors had the computer skills necessary to prepare power point presentations effectively while only 5.8% disagreed with that statement.

The fourth question in the study addresses the students' ideas about the impact of the power point presentation usage. We sought to find out whether prospective teachers need to be encouraged to do power point presentations by their instructors. In response to this question, the interviewees, three instructors from the Department of FLE, expressed different views. One interviewee, the instructor who gives linguistics courses, said that she doesn't want students to do presentations in her courses. This may be due to the nature of the lesson since the purpose of it is to transfer information. On the other hand, the ELT instructor pointed out that she wants her students to develop their computer and public speaking skills by doing power point presentations. However, it is not necessary for students to do power points in literature courses according to EA. Hence, we can deduce that teachers' expectations tend to change according to the content of the lessons.

To continue with the students' expectations, the majority of students considered that it is essential for them to do power point presentations for their future profession. Accordingly, to develop their computer skills in their own lessons, they (82.9%) found the encouragement of FLE instructors to do power point presentations is suitable. They stated that they would use power points for the purposes of conveying meaning, attracting their students' attention and creating fruitful lessons. The following quotation constitutes a representative example of the teachers' ideas in this respect:

"Prospective teachers should be informed in ELT courses about how to prepare and perform power point presentation. They also need to practice doing ppts in order to be more competent. This also prevents possible technological and situational problems."

The fifth question of the research is about the problems of preparing and presenting ppt and possible solutions suggested by the interviewees. The teachers in the study pointed out that although power point presentations have many positive sides, they may sometimes cause problems. Most of the teachers stated that they had technological problems during the lectures. They enumerated problems such as the failure to access the internet server and a lack of projector connection. Those problems most probably arise from the fact that they have not been experienced enough to use technological facilities. On the contrary, students in the study reported to be mostly aware of the technological developments because only 1 student out of 35 remarked that s/he was not competent in using computer. This is an indication of the new generation's being more familiar with the technological devices and advances than instructors.

To those technological problems teachers in the study mentioned generating some solutions to the technological problems that they had. IK, Interviewee 3, said that if she gives a lecture in a computer lab, she sends power points to students' e-mail addresses beforehand in case of lack of projector connection. According to CS, Interviewee 1, checking the power points and the connection beforehand may help the teacher to prevent possible problems immediately. Even though EA did not report facing a power cut, she suggested that the printed form of power points should be distributed to the students on such an occasion.

Along with the technological problems, EA pointed out another issue that students may not need to take notes during lesson since they think ppts are enough for exams. As a solution, she added that she warns her students that they should pay attention to taking notes since she does not make the power point presentations available as lecture notes.

As a conclusion, power point presentations help teachers to draw students' attention during the lesson, which increases the effectiveness of learning process. In addition, student teachers' positive attitudes towards their instructors' encouragement to do power point presentations showed that students, as prospective teachers, are planning to use power points in their future profession life.

This study can be replicated with more participants to understand the power point presentation usage from a broader perspective. It is recommended for future researchers to investigate how to train pre-service teachers in the field of effective use of online tools in classes in order to achieve the integration of technology into foreign language courses.

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