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C.R.E Teachers in Evaluation of Affective Domain Achievements for Development of Moral Education among Learners in Kenya

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Abstract:
The society is currently overwhelmed with challenges such as bribery and corruption, teenage pregnancies, substance abuse by the youths, religious extremism, radicalization and also instances of students' unrest characterized by violence, destruction of property, and even death. These instances raise doubts to the effectiveness of teachers in enhancing values and attitudes. Teachers of C.R.E have responsibility of imparting values and attitudes for a holistic development of a learner. In teaching and learning, the affective domain comes in as a significant learning sphere as it promotes development of attitudes, interests and values. When these attributes are imparted there is need to conduct evaluation so as to establish various levels of achievements by learners. In Kenya there is pressure to produce high-end grades and mean-scores. As a result teachers are compelled to focus on the cognitive domain as other domains of learning are compromised. Teaching and evaluation of achievements takes place on the cognitive domain as the affective domain is given less attention. There's need for teachers to realize that both of the learning domains are significant and once one domain isn't well enhanced then it directly or indirectly affects other domains of learning. This also creates gaps in the learner leading to a ripple effect in the society, as this is experienced by the individual learner demonstrating inappropriate behaviors. Educators should therefore realize the importance of enhancing all domains of learning as it's by this efforts they are able to nurture and produce holistic individuals. It's on this premise the study sought to identify the methods of evaluation of affective domain achievements. The author analyzed methods of evaluation of affective domain achievements from secondary data. The data was about moral education, domains of learning, affective domain, levels in affective domain and methods of evaluating affective domain achievements. The study recommends that pre-service training for C.R.E teachers should have clear and compulsory courses on methodological aspects on evaluation of affective domain achievements. Also the Ministry of Education should design a curriculum where teaching and evaluation of achievements is well balanced across all domains of learning; this will serve as a way to reduce over concentration on academic performance at the expense of holistic development of a learner.

Keywords: Evaluation, affective domain achievements, moral education

1. Introduction

1.1. Moral Education

Moral education refers to helping children acquire virtues or habits that will help them individually live good lives and at the same time become productive members of the society (education. stateuniversity, 2018).Moral education contributes to the student as an individual and also to social cohesion of the community (ibid). Moral education is an important aspect in the society however moral values are becoming lost in this modern society (Quora, 2018). A number of learners demonstrate inappropriate behaviors. Also the society is overwhelmed with challenges such as bribery and corruption, teenage pregnancies, substance abuse by the youths, religious extremism, radicalization and also instances of students' unrest characterized by violence, destruction of property, and even death (Kilifi County Youth Policy, 2015). These instances are a clear indication that parents are not playing their role when it comes to effective nurturing of

children. It's reported that parents do not have time to teach moral values of life through stories (Quora, 2018). The widespread societal challenges also raise doubts to the effectiveness of teachers in enhancing values and attitudes during teaching. Teachers come in to play a vital role to educate students to face challenges boldly. This is achieved when teachers conform to education that instills morals in learners.

Moral education is derived from a given culture, philosophy or religious education (Wikipedia, 2018). At school moral education is integrated across the curriculum however teachers of Christian Religious Education are given a wider load in enhancing moral education in that they handle a subject which has a rich content on morality. According to Itolondo (2012), Moral education and religious education are so interwoven that it's difficult to separate the two, Religious education has therefore been viewed as one of the means to restore morals and social order. This is achieved when teachers instill values, attitudes and morals in learners. Kowino (2011), states that spiritual insights are normally provided to the youths and the individual in general through religious education. It's on this basis that when C.R.E is not well enhanced then arise gaps in the end product who is the learner. This is mainly witnessed through the learners' inappropriate behaviors and the ripple effect in the larger society evident by vices such as corruption, substance abuse, teenage pregnancy, strikes in schools among others. This clearly outlines that for order to prevail in the society; religious education has to be well enhanced. Kowino (2011), remarked that C.R.E is what forms and formats human character. As a matter of principles religious education has traditionally been the vehicle by which moral standards are inculcated (Amugune, 2005).

In spite of efforts put in place to teach religious education in schools, this hasn't been a solution to the experienced inappropriate behaviors by learners and social evils in the larger society. Societal moral decadence and inappropriate behaviors among learners are still on the rise. This calls for C.R.E teachers to step up on effective teaching. Teachers of C.R.E should therefore carter for all domains of learning and mainly emphasize on affective domain as a step to help the learner cope up with challenges such as economic crisis, secularity, permissiveness and moral decadence. After teaching and learning processes teachers should conduct evaluation of affective domain achievements. When teachers conduct evaluation of affective domain achievements they are able to tell whether they achieved instructional objectives in relation to the affective domain. In this case the teacher is able to identify behavior gaps in the leaner and in due time the teacher is also able to put in place mechanisms which can lead to formation of value systems in the learner. This propelled the study to identify methods for use C.R.E in the evaluation of affective domain achievements among learners.

2. Domains of Learning

Domains are categories of learning (Anderson and Krathwohl, 2001). These categories are the cognitive domain, psychomotor domain and the affective domain. Educators refer to the cognitive, psychomotor and the affective as the knowledge, skills and attitudes (ibid). This means that at the end of teaching and learning process the learner should acquire knowledge, skills and attitudes. The learning domains are also referred Blooms' taxonomy. Blooms' taxonomy was created in 1956 by Dr. Benjamin bloom in order to promote forms of thinking rather than remembering facts. Bloom believed that education should focus on higher forms of thinking instead of just transferring of facts at the expense of meaningful development. Bloom came up with the three domains of learning; the cognitive domain, psychomotor domain and the affective domain. However the central challenge is that most educators seem to ignore the affective domain. Educators are only concerned with the cognitive and the psychomotor domain. All domains are vital hence there's need for educator to enhance them during teaching and learning so that the end product is a holistic individual. Education should focus on promotion of higher forms of thinking and the development of values over the acquisition of facts (Yanofsky, 2014).

2.1. The Affective Domain

According to Smith and Ragan (2004), the affective domain is the domain that deals with attitudes, willingness to participate, valuing what is being learnt and incorporation the values of discipline. Krathwohl et al (1973), elaborates that this domain includes the manner in which we deal with things such as feelings, values, appreciation and attitude. Affective domain is a great sphere of learning. Peak (2018), remarks that learning is not only a mental function as one can also learn attitudes and behaviors. Affective domain is an important sphere to enhance an individual's behaviors. Musamas et al (2014) states that affective domain emphasizes on a person's emotions and value systems. To produce a holistic individual educator should teach across all spheres of learning and mainly enhance the affective domain so as to enable the learner develop value systems.

2.1.1. Levels in Affective Domain

Krathwohl (1965), categorized the affective domain into five levels. These levels are receiving, responding, valuing, organization and characterization. The first level of receiving is the most simple as the final level of characterization is the most complex. This hierarchical structure is based on the principle of internalization (ibid). Meaning that an individual's affectstowards something goes from a general awareness level to a point where the affect is internalized and consistently guides an individual's behavior. The hierarchical structure is also known as Krathwohls' (1965) taxonomy. Krathwohls' taxonomy comprise of five levels as follows:

2.1.1.1. Receiving

This is the lowest level of the affective domain. It involves acquisition of information pertaining to specific interest, values and attitudes. At this level an individual pays attention and becomes aware of existence of certain ideas.

2.1.1.2. Responding

At this level one actively participates in a learning process, one reacts to stimulus in away. During this level one provides a feedback on what is received in relation to values, attitudes and interests.

2.1.1.3. Valuing

At this level one is able to see the worth or value of something. In this case one evaluates aspects in relation interest, value and attitudes.

2.1.1.4. Organization

This level involves planning and adapting in relation to received values, interests and attitudes. One puts together different values, information and ideas and relates them to already formed beliefs hence creating unique value systems.

2.1.2. Characterization

This level involves one exhibiting new behavior, values, attitudes and beliefs. At this level one act in accordance with the internalized values. Onsongo (2008), states that at characterization one demonstrates acquired value systems.
At school when enhancing the affective domain, teachers should pay attention to all these levels as a way to develop value systems in learners. According to Bloom, Krathwohl and Masia in Kowino (2012), educators should follow levels of affective domain scheme during teaching and learning. In this approach learners should be taken through the affective domain levels as a way to help them develop values, attitudes and beliefs. Learners should therefore pay attention to values and attitudes, show interest in them and incorporate them in their value system and make them their way of life.
In schools C.R.E teachers are mandated to enhance the affective domain. After the enhancement of the affective domain educators should conduct evaluation of affective domain achievements in order to determine learners' achievements in the affective sphere. When evaluation of affective domain achievements is conducted teachers is able to tell whether the learner has acquired value systems attitudes and interests. It's on this basis the study intended to determine methods for use by C.R.E teachers in evaluation of affective domain achievements.

3. Evaluation

Evaluation is the process of characterizing and appraising some aspects of an educational process (Wikipedia.org, 2018). It involves making a judgement about the value of something. Nasibi (2003), elaborates this when she defines evaluation as a systematic and continuous process of collecting, analyzing and interpreting information to determine the extent to which learners are achieving instructional objectives. In teaching and learning evaluation is significant as it provides a feedback on educator's effectiveness in relation to teaching and learning. Wikipedia.org (2018), noted that educational evaluation is a professional activity that individual educators need to undertake if they intent to continuously enhance learning. At school environment evaluation is applied so as to provide information that helps make a judgement about a given situation. Gitlin and Smyth (1989), stated that evaluation is a Latin word which means to strengthen or to empower. Evaluation is carried out on learning spheres as this enables educators nurture holistic individuals. Philanthropy (2011), agrees that evaluation is vital and helps educators know the impact of programs on participants. The learning spheres are: the cognitive domain, psychomotor and the affective domain. The study is mainly focusing on the affective domain and more so the methods used by educators in the evaluation of affective domain achievements.

3.1. Methods of Evaluating the Affective Domain Achievements

The various methods used in the assessment of affective domain achievements mainly observation, check list, anecdotal records, cumulative records and written tests.

3.1.1. Observation

Observation is the active acquisition of information from a primary source (Wikipedia, 2018).It entails gathering information by monitoring and noting various facts or occurrences. Observation as a method of evaluation on the affective domain requires that the C.R.E teacher should keenly monitor a learner during teaching and learning process in order to establish whether the affective domain objectives are attained by the learner. This also calls for teacher to watch and listen carefully as they carry out affective domain activities during the lesson or as they go about their day to day activities.For effective observation there's need for teachers to set clear objectives on the affective domain so that one is aware of what's being observed and that one is objectively guided during observation. When observation is objectively guided the educators are placed in a position of knowing the formed attitudes, value systems and interests in a learner. A research by Graham (2001), reported that observation is accepted as a legitimate source of recording and reporting students demonstrations of learning outcomes in early childhood education, however as the student progresses to later years of schooling less and less attention is given to use of observation and more attention is given to formal assessment procedures involving required tests and tasks taken under explicit constraints of context and time.

3.1.2. End of Term Tests

End term tests include test papers, practical as well as gradable term-length projects. Both this are instruments used to measure learning, interests and attitudes of learners. Teachers use these tests to measure the learners' performance and the extent to which learning objectives are being achieved. With this method both parents and teachers get insight into learners progress hence they are able to provide the necessary guidance and counseling. Tests and creative

work done by students are vital pieces of assessment data. Looking at samples of students work or test reveals patterns of growth and change over time. According to Kuhlthau (1994), performance of end of term tests is positively related to affective learning. He remarked that self awareness of attitudes, emotions and feelings promotes students learning. Ramona (2011), states that the cognitive and affective domains are inseparable. He further clarifies that proper enhancement of the affective domain increases learning of the cognitive domain, that students who are aware of their emotions and feelings are more likely to make changes that can foster learning. Onwuegbuzies (2004), points out those students who are anxious lack the ability to complete assignments and tasks successfully.

3.1.3. Cumulative Records
Warnken and Siess (2011), defines cumulative records as the keeping of what is observed while student are engaged in a learning experience. They are records containing progressive evaluation of development of learners' interests, attitudes and personality traits such as the learners' social adjustments. These records could be records of teacher observations which focus on specific skills, concepts or characteristics outlined in a student. Cumulative records tell a story of the learners' growth and development in relation to the goals and objectives of the schools educational program. A study in Minnesota found that cumulative records of a child are positively related to his or her adult personality and behavior (ibid). Therefore cumulative records are important sources of data for the prediction of an individual's personality and behavior.

3.1.4. Check List
Merriam-webster (2018), defines a checklict as a list of things to be checked or done. The list includes things of a certain kind (ibid). Burke (1994) describes a checklist as a strategy to monitor specific skills, behavior or dispositions of individual student in the class. It's a simple technique used to determine the behavior of a learner during the lesson. Checklist may contain a list of values or behavior attributes and the teacher is required to observe and tick whatever behavior displayed by the learner and thereafter conclusions can be made with regards to displayed behavior. Checklist most often states the cultural skills to be attained and it's most effective and efficient when it assesses specific curriculum outcomes. Checklist can be used for formative assessment to monitor student's behavior and progress towards stated goals. At school teachers can incorporate checklist when assessing achievements on the affective domain. With use of checklist teachers are able to clarify thinking about what behavior are indicated for successful learning. Table 1 shows a sample of a checklist for evaluating achievements on the affective domain.

Observable behavior	Score
Does the learner display a positive attitude?	Yes
Does the learner interested towards the topic?	Yes
Has the learner acquired values in relation to the topic?	Yes
Is the learner motivated during learning?	Yes

Table 1: Sample of Affective Domain Achievements Checklist

With regards to table 1 it was concluded that the learner displayed a positive attitude, was interested to learn, acquired values in relation to new knowledge and motivated to know more in relation to the topic.

3.1.5. Anecdotal Records
Montesori (2018), states that anecdotal records are narrative descriptions of an incident involving one or many children. Anecdotal records are short stories that educators use to record significant incidences that they have observed (Bauman and Duffy-Hester, 2002). These records are relatively short and contain description of behaviors. Anecdotal records are collection of specific instances of behavior that provides the teachers with a documentary account of changes of behavior in a learner which have occurred or are in progress. The records contain unique behaviors and skills of a child or children. They provide an insider's perspective of the child's educational experience. Below are Montesori' samples of anecdotal records.

3.1.6. Anecdotal Records

Anecdotal Record Developmental Domain-Social	
Childs' Name	Jai-Liam
Date	11TH Jan 2010
Childs' Age	4year
Time	9:15 A.M
Date of Birth	9TH Feb 2006
Observer	Ms. Natalie
Setting	Ray of Light Montessori Play ground

Table 2

3.1.7. Anecdotal

Jai and Liam were playing "cooking". Jay filled his pot with sand while Liam pretends to fill his pot with cakes. In a minute Jay goes to Liams' stove and finds the cakes ready. He grabs grabbed the mix and pretends to eat it as Liam laughs.

3.1.8. Interpretation

Jai and Liam have developed good friendship, can interact and socialize. The activity shows that Jai and Liam enjoy the dramatic play of activities they have observed from their homes.At school teachers may use anecdotal records to evaluate learners' achievements in the affective domain. This method provides communication to the child's family about progress in various spheres of learning.

4. Conclusion

This paper indentified the following methods of evaluating affective domain achievements; observation, checklist, use of end term tests, cumulative records and anecdotal records. Teachers should note that a single method has never been adequate in evaluation of affective domain achievements; therefore they should incorporate diverse methods during evaluation of affective domain achievements in learner. A research by Osheglow (2011), agrees that teachers who embrace diverse methods of teaching inculcate positive behavior change in learners.

5. Recommendation

The success or failure of the affective sphere in a learner is influenced by the teachers' effectiveness in use of these methods in evaluation of affective domain achievements. This study therefore recommends pre-service training for C.R.E teachers should have clear and compulsory courses on methodological aspects on evaluation of affective domain achievements; as this serves as a way to prepare teachers for the evaluation of affective domain. A study by *Ingvarson (2014),* remarks that well prepared teachers produce students of higher achievements. The Ministry of Education should design a curriculum where teaching and evaluation of achievements is well balanced across all domains of learning; this will serve as a way to reduce over concentration on academic performance at the expense of total development of a learner.

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