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34th Inaugural Lecture

Titled:

Bloom's Taxonomy Revisited

By

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34th Inaugural Lecturer

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Dedication

To all my wonderful students: both the undergraduates and postgraduates.

Content

Protocol:

The Vice-Chancellor
The Deputy Vice-Chancellor
The Registrar
Bursar
University Librarian
Members of the University Governing Council here present
Dean of Faculty of Education
Deans of other Faculties / Directors of Institutes & Centres
Heads of Department
Your Royal Highnesses
HRM Dumaro Charles-Owaba, TheObanobhan III of Ogbia Kingdom
HRH Dogood D. Omiloli, The Paramount Ruler of Otuabula II
Spiritual Fathers here present
Rt. Rev James Aye Oruwori (JP)
Chairman and Members, Special Matters Court
President and Members, NDU Alumni Association
Distinguished Scholars here present
Students
Members of the Press
Distinguished Guests
Ladies and Gentlemen

1. Preamble

It is with a heart full of joy and gratitude that I stand before you today to present this Inaugural Lecture. This is a rare privilege given to me to present the 34th Inaugural Lecture in our great University, the (Niger Delta University). I thank the Vice-Chancellor for giving me this great opportunity. This inaugural lecture is the first in Educational Management in this University. And so, today will go down in history as one of the happiest days in my life. And as the scripture says, "It is ACTUALLY the Lord's doing, and it is marvelous in our eyes". Therefore, I return all thanks and praises to Him for creating me in His own image and likeness, and guiding me in all these years. Now, here I am, the neophyte of yesterday, green with innocence, to address this assembly of great men and women as a Professor of Educational Management. May His name be praised.

Mr. Vice-Chancellor Sir, I shall within the period of this lecture share with us what I have been doing that has earned me the prestigious rank of a Professor in Niger Delta University. It isactually the story of my life- it is what I teach in the classroom, what drives my research interests and what I do in administration. This is how it all began.

How it started

This lecture was actually inspired by two great personalities. I encountered one as far back as 1925 through my world of books. This will be discussed more at the concluding part of the lecture. The second one was in 1992 when the original idea was ignited through Professor Vincent A. Asuru. I was then a neophyte student at the St. John's Campus of the Rivers State

College of Education, now Ignatius Ajuru University of Education undergoing the Nigerian Certificate of Education (NCE) programme. Professor Asuru unknowing to him introduced me to this beautiful idea through his lecture in MEASUREMENT and EVALUATION. In the course of the lecture, we were introduced to the wonderful concepts in construction of achievement tests, measurement and test planning. Then we were introduced to the domains of learning of Benjamin Bloom. What ultimately consumed me with this idea was an assignment that Professor Asurugave. The title of the assignment was, "Imperatives for the Assessment of the Non-Cognitive Domain in Learning". The Non-Cognitive Domain is the other name for the Affective Domain as developed by Bloom (1956). I was passionately drawn to the Psychologist soon after the assignment, especially with the affective domain.

After that encounter, I was inspired by this wonderful concept and what it teaches. Over the years, I have been consumed in my thinking, in what I do and say by this beautiful concept. And so, this attractive idea directs my research interests, classroom teaching and even in personnel administration.

Mr. Vice-Chancellor Sir, distinguished guests, ladies and gentlemen, it is this wonderful theory, which I consider to be the Almighty Formula that has the potential of enhancing effective teaching and learning, improvement of student/ personnel administration in organizational settings and also has the magic wand to revitalize the Nigerian socio-cultural, political and industrial doldrums that I want to share with us today.

2. About Benjamin Samuel Bloom (1913-1999).

 Figure1: Google.com

According to Eisner (2000), Benjamin Samuel Bloom was born on the 21st February, 1913. He was an American Educational Psychologist, who made contributions to the classification of educational objectives and to the theory of mastery learning. He was also involved in major investigations into the development of exceptional talent, exceptional achievement and greatness. Bloom developed a "Taxonomy of Educational Objectives" which classified the different learning objectives and skills that educators set for pupils/ students. Bloom divided educational objectives into three domains: cognitive, affective and psychomotor. The domains are hierarchical, like other taxonomies, meaning that learning at the higher levels is

dependent on having attained prerequisite knowledge and skills at the lower levels. He intended that the taxonomy motivates educators to focus on all three domains, creating a more holistic form of education. Presently, it is known as "Whole Person Learning" (WPL) (Sorenson, 2010).

Bloom's taxonomy has significantly influenced teaching and learning. It remains a foundational and essential element within the educational community as evidenced in the 1981 Survey of Significant Writings that have influenced the teaching curriculum (Eisner, 2000).

Bloom also carried out significant research on mastery learning, showing that development of a child's innate ability or giftedness, hard-work are necessary for the child to succeed in life. His works stressed that attainment was a product of learning, and learning was influenced by opportunities and efforts. Bloom's research led him to realize that early experiences within the family and the educational settings that inculcate positive self-esteem in children are the most significant in providing a good foundation for learning. This is because a person's actions, feelings, behaviours and even abilities are consistent with his/ her self-image (Maltz, 1964).

Bloom was considered a world guru of education. He was commissioned by the Ford Foundation to India in 1957, where he conducted series of workshops on evaluation. This led to the complete revision of the examination system in India (I think we equally need this type of exercise to revolutionize the examination system in Nigeria). He was involved in several other projects that have impacted positively on the education industry.

He was honoured with many appointments, honourary degrees, medals, etc. Bloom's contributions have impacted significantly in the field of education and in the lives of many children and adolescents (Eisner, 2000).

Bloom died on the 13th September, 1999 at the ripe age of (86) years.
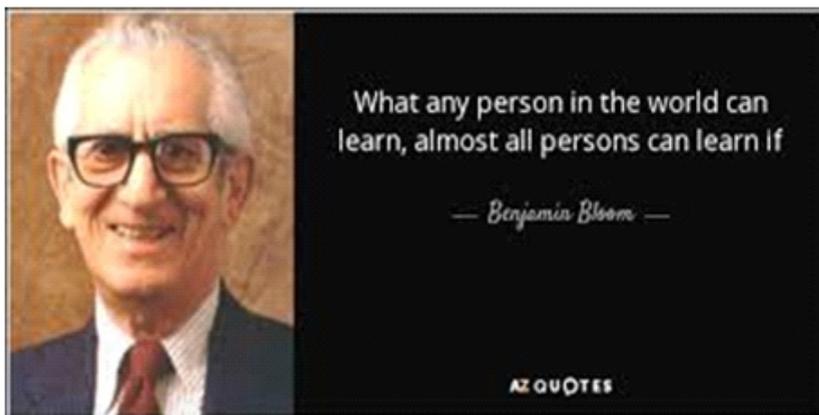
 Figure 2: Google.com

3. The Concept of Taxonomy

Taxonomy - from the Greek word *taxis*, meaning arrangement or division, and *nomos,* meaning law - is the science of classification according to a predetermined system, with the resulting catalogue used to provide a conceptual framework for discussion, analysis or information retrieval. In theory, the development of a good taxonomic system takes into account the importance of separating elements of a group *(taxon)* into subgroups *(taxa)* that are mutually exclusive and

unambiguous, and taken together, include all possibilities. In practice, a good taxonomy should be simple, easy to remember and easy to use.

One of the best-known taxonomies is the one devised by the Swedish scientist, Carl Linnaeus, whose classification for Biology is still widely used - with modifications. Similarly, Bloom's taxonomy is equally widely used in psychology and learning. Bloom's taxonomy is therefore a set of three hierarchical models used to classify educational learning objectives into levels of difficulty and specificity. The models were named after Benjamin Bloom, who chaired the committee of educators that devised the classification(Eisner, 2000).

Taxonomy is actually used on daily basis as it relates to categorization or classification of things, making relationships between content (connecting one item or event to another) and it helps to organize and classify content in an orderly manner. This enhances clarity, sequence, efficiency, effectiveness and productivity.

Consequently, taxonomy portrays interconnectedness, co-operation, collaboration, law and order, which are all characteristics of nature. Thus, the ecosystem is a taxonomy. Organizational settings also depict the concept of taxonomy. The arrangement and functions in any organizational setting depicts the concept of taxonomy. In the same vein, the classification of the various parts of the human body and how they interconnect and function also illustrates the idea of taxonomy. Accordingly, everything functions on the principles of taxonomy because systems, organizations, societies, countries and even humans enforce and reinforce

one another, such that when one part or aspect is affected, positively or negatively, it tends to have a general effect on all, just as other parts of the body are affected when one part is injured.

4. **Objectives of Nigerian Education**

In Nigeria, the goals of education as stated in the National Policy on Education (FRN, 2013) are the:

a. development of the individual into a morally sound, patriotic and effective citizen;

b. total integration of the individual into the immediate community, the Nigerian society and the world;

c. provision of equal access to qualitative educational opportunities for all citizens at all levels of education, within and outside the formal school system;

d. inculcation of national consciousness, values and national unity; and

e. development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society.

As contained in the National Policy on Education (FRN, 2013), the specific objectives of education in Nigeria are to:

i. ensure and sustain unfettered access and equity to education for the total development of the individual;

ii. ensure the quality of education delivery at all levels;

iii. promote functional education for skill acquisition, job creation and poverty reduction;

iv. ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of society

and the world of work; etc.

5. Domains in Bloom's Taxonomy

The taxonomies, as discussed in this lecture are drawn from the domains of learning as popularized by Bloom, Englehart, Furst, Hill and Krathwohl (1956). Bloom and his committee identified three domains of educational activities and learning which are the cognitive, affective and psychomotor domains respectively. The domains are summarized thus:

a. *Cognitive domain*: mental skills (knowledge);
b. *Affective domain*: growth in feelings or emotional areas (Attitude); and
c. *Psychomotor domain*: manual or physical skills

The three Domains of Learning
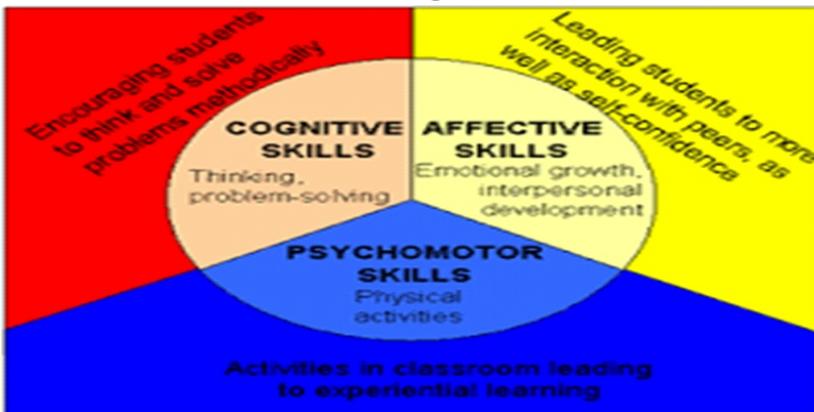
Fig. 3a: The three domains of learning as adapted from Google.com

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Fig 3b: The three domains of learning as interrelated (Google.com)
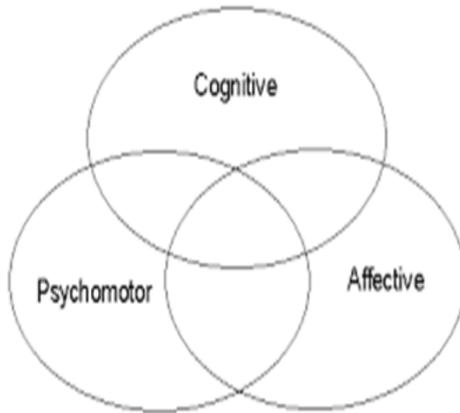
Fig 3c: The three domains of learning are interwoven (Google.com)

Figures3 a, b and c typically illustrate the three domains of learning as discussed by Bloom (1956). The domains of learning as shown are co-dependent. The domains have been sufficiently discussed under Bloom's taxonomy of educational objectives in parts of this lecture. Because the domains are interwoven, teachers are advised to inculcate the values of the three domains

while teaching, to develop all the faculties of pupils and students.

6. Bloom's Taxonomy of Learning

Bloom's Taxonomy of Learning (Educational Objectives)was created in 1956 in order to promote effective teaching and learning in the school system. The concept is concerned with such issues as analyzing and evaluating concepts, processes, procedures and principles in learning, rather than just remembering facts (rote learning). It is most often used when designing educational, training and learning processes (Alexander, 2003).The learning objectives as drawn from Bloom's domains of learning are:

a. Cognitive Domain

The cognitive domain involves knowledge and development of intellectual skills (Bloom, 1956). This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories of cognitive processes, starting from the simplest to the most complex. These are:

Levels of Cognitive Domain
➢ Knowledge
➢ Comprehension
➢ Application
➢ Analysis
➢ Synthesis
➢ Evaluation

BLOOMS TAXONOMY

EVALUATION — Assessing theories; Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating

Using old concepts to create new ideas; Design and Invention; Composing; Imagining; Inferring; Modifying; Predicting; Combining — SYNTHESIS

ANALYSIS — Identifying and analyzing patterns; Organization of ideas; recognizing trends

Using and applying knowledge; Using problem solving methods; Manipulating; Designing; Experimenting — APPLICATION

COMPREHENSION — Understanding; Translating; Summarizing; Demonstrating; Discussing

Recall of information; Discovery; Observation; Listing; Locating; Naming — KNOWLEDGE

Figure 4: Bloom's Taxonomy (Google.com)

The groupings can be thought of as degrees of difficulties; the first one must normally be mastered before the next one can take place, and so on until the learner grasps the highest level.

Bloom's Revised Taxonomy

Lorin Anderson, a former student of Bloom, and David Krathwohl,in Anderson(2001), revisited the cognitive domain in the mid-nineties and made some changes in this order:

- changing the names of the six categories from noun to verb form;
- rearranging them as shown in the chart below; and
- creating a process and levels of knowledge matrix.

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The chart shown below compares the original taxonomy with the revised one:
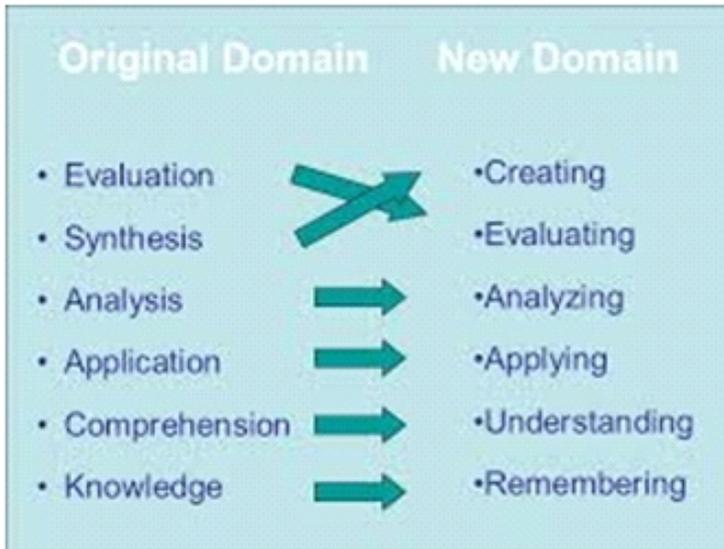
Figure5: Original and New Taxonomies (Google.com)

This new taxonomy reveals a more dynamic procedure of thinking and is perhaps more exact.

a. The Affective or Feeling Domain

Krathwohl, Bloom and Masia (1964) categorized the five levels of affective domain as, "receiving, responding, valuing, organizing and charactering" respectively. The receiving level is characterized as the learner becomes aware of the topic, stimuli, event or issue and is willing and ready to learn about it. This is achieved by attending relevant classes and concentration. The

second level, "responding" ranges from compliance by voluntary response to having a sense of satisfaction in doing what is required through class participation and obedience to class rules and regulations. The third level, "valuing" is where learners voluntarily manifest behaviours that are consistent with certain beliefs- kindness, punctuality, discipline, honesty, truthfulness, obedience, respect and others. Students also demonstrate this trait when they consistently allocate time to meet academic obligations, when they practice safety habits while learning and so on. The fourth level, "organizing" is shown when learners arrange and order new information or experiences into existing value system. The last level, "charactering" is when students have fully internalized a set of values resulting in new and consistent attitudes, beliefs and behaviours.

Like the cognitive objectives, affective objectives can also be divided into a hierarchy. The affective is concerned with feelings, attitudes or emotions (Krathwohl, Bloom & Masia, 1964). Furthermore, the taxonomy is arranged from simpler feelings to those that are more complex.

Table 1: Affective objectives and their characteristics

S/N	Affective objective	Characteristics (simpler to complex feelings)
1	Receiving	Feel, sense, capture, experience pursue, attend, perceive
2	Responding	Conform, allow, co-operate contribute, enjoy, satisfy
3	Valuing	Believe, seek, justify respect, search, persuade
4	Organizing	Examine, clarify, systematize create, integrate
5	Characterizing	Internalize, review, conclude resolve, judge

Source: Adapted from Krathwohl, Bloom and Masia(1964).

a. The Psychomotor or Kinesthetic Domain

According to Harrow (1972), psychomotor objectives are those specific to discreet physical functions, reflex actions and interpretive movements. Traditionally, these types of objectives are concerned with the physical encoding of information, with movement and activities where the muscles are used for expressing or interpreting information or concepts. This area also refers to natural, autonomic responses or reflexes. Terms in this domain are as follows:

- **Reflex movements**- Relating to reflex movement, viz. involuntary muscle contraction.
- **Fundamental movements**- Relating to skills or movements or behaviours related to walking, running, jumping, pushing, pulling and manipulating.
- **Perceptual abilities**- Relating to skills in kinesthetic (bodily movements), visual, auditory, tactile (touch), or co-ordination abilities as they are related to the ability to take in information from the environment and react.
- **Physical abilities**- Relating to skills in endurance, flexibility, agility, strength, reaction-response tie or dexterity.
- **Skilled movements**- Refers to skills and movements that must be learned for games, sports, dances, performances or for the arts.
- **Nondiscursive communication**- Refers to skills in expressive movements through posture, gestures, facial expressions, and creative movement like those in mime ballet. These movements refer to interpretive movements that communicate meaning without the aid of verbal commands or help.

Windows of Learning/ Opportunity

The concept of windows of learning/opportunityis very significant to the development of psychomotor skills of school children at their early ages. The term, windows of learning/opportunity refers to developmental stages of children when learning particular skills are most favourable, and so, encouraged in the school system. It pictures open windows and opportunities that let in the fresh air and the newness of the outside world. In the early years of a child's life, the greatest windowsare open for learning skills and abilities in all areas of human development.

These windows of opportunity are what Maria Montessori (1870-1952) called "sensitive periods". According to her, all children experience these same, almost-magical moments in their development, moments during which they soak up specific concepts with remarkable ease.

During this period, brain cells make connections that lay the foundation for all future learning, and these pathways must be maintained, through repetition and consistency, in order for the connections to be preserved. What is learned when the windows are widely open to the appropriate stimulation will most likely be learned adeptly and for a lifetime.

The home and school environments are to play complementary roles in providing inspiring and supportive atmosphere for children to assist in developing appropriate psychomotor skills. Consequently, encouraging children to develop self-confidence in themselves is critical at the formative stages of their development. The idea of learning-windows shows the importance of exposing children at the foundation level to a variety of toys, colours, sounds, skills, conversations, sights, experiences, etc. to enable

teachers identify the innate abilities, talents or gifts of children. Exposing children early to identify their innate talents/ gifts and abilities has several advantages, which include the following:

- It will certainly enable teachers to identify the areas of giftedness and talents of school children.
- Thus, education will concentrate on such areas of giftedness/ talents in children tomeet the employers' needs and solve the employability problems in Nigeria.
- Problems of examination malpractices will disappear because pupils/students are actually studying what they are naturally gifted in and will therefore not struggle to learn.
- It will build a robust economy through entrepreneurial development.
- Pupils and students will be happy to be in school.

The three domains of learning as shown and discussed are interdependent. They influence and reinforce each other in a co-operative manner to achieve educational objectives. Thus, effective teaching and learning can only take place when the three domains of pupils/ students are sufficiently addressed in the form of "Whole Person Learning" (WPL) (Sorenson, 2010). The outcome of such experience is the development of the total child with remarkable entrepreneurial skills, mental, emotional and physical stability.

7. Focus on the Affective Domain

The focus of this Inaugural Lecture is actually on the affective domain. The affective domain is the feeling domain. It is often referred to as the "valuing" domain. Thus, it is concerned with values, attitudes, emotions and morality. It is for this reason that

the affective is the foundation of ethics.

Ethics or moral philosophy is a branch of philosophy concerned with right or wrong conduct and norms of behaviour. Ethics is from the Greek word '*ethos'* which means character. Ethical principles or code of ethics are conceptualized here as general guidelines, ideals or expectations that need to be taken into account, along with other relevant conditions and circumstances, in the design and analysis of teaching. They contain detailed provisions for preventing one teacher from undermining another and for preventing conflicts among them. It also addresses areas of conflicts between teachers and students. The goal is to promote mutually beneficial relationship among teachers, between the teachers and students, and for the development ofacceptable professional conduct in the various professions.

The affective is equally concerned with the emotional disposition of humans. According to Goleman (1995), emotional intelligence (EQ)is a more accurate determinant of successful communications, relationships and leadership than is mental intelligence (IQ). He went further to assert that:

> *For star performance in all jobs, in every field, emotional competence is twice as important as purely cognitive abilities. For success at the highest levels, in leadership positions, emotional competence accounts for virtually the entire advantage….Given that emotional competencies make up two-thirds or more of the ingredients of a standout performance, the data suggests that finding people who have these abilities, or nurturing them in existing employees, adds tremendous value to an organization's bottom line. How much? In simple jobs like*

> *machine operators or clerks, those in the top 1 percent*
> *with emotional competency were three times more*
> *productive (by value). For jobs of medium complexity, like*
> *sales clerks, or mechanics, a single top emotional*
> *competent person was twelve times more productive (by*
> *value).*

In another development, Carrel (1948) remarked that intelligence (cognitive), will power and morality are very closely related. But moral sense, according to him is more important than intelligence. He asserted that when moral sense disappears from a nation, the whole social structure slowly commences to crumble away. He equally observed that affective activities are indispensable to the progress of intelligence, just as they seem to strengthen organic functions of humans. Consequently, he advised that the development of affective characteristics in pupils and students must be the supreme goal of education because they give equilibrium to the individual.

Tracy (2010) consider integrity as the most respected and admired quality of superior people and leaders in every area of activity. He asserted that:

> *In every strategic planning session that I have conducted*
> *for large and small corporations, the first value that all the*
> *gathered executives agree upon for their company is*
> ***integrity.*** *They all agree on the importance of complete*
> *honesty in everything they do, both internally and*
> *externally. Some years ago, after all the executives around*
> *the table had agreed that integrity was the most important*
> *of all values in the company, the president, one of the*
> *richest men in America, made a statement that I never*
> *forgot. He said, "It seems to me that integrity isn't really a*

> *value itself; it is simply the value that guarantees all the other values. (p.21).*

Similarly, the Holy Bible provides glowing tributes on the importance of character and integrity. For instance, Prov. 11:3 recorded that, "the integrity of the upright will guide them, but the perversity of the unfaithful will destroy them". Similar statements on the value of character and integrity abound in the Bible. More so, all religions seem to uphold the importance of exemplary character and integrity for the advancement of man and the society.

Interestingly, in the educational system, certificates are awarded only on the basis of **character** and learning. Suffice to state here that ethics (morality), emotions, character and integrity are all in the purview of the affective.

Accordingly, the realization of increased ethical, emotionalunderstanding and practice in the teaching profession, and administration generally, has become very necessary in the present Nigerian education system. To do this, there is need for emphasis to shift from the age old cognitive dominance in learning to the affective. Affective variables, most educators agree are important for learning; they are also the basis for values, ideals and ethical understanding. The values and ideals students have regarding respect, truthfulness, discipline, honesty and integrity shape their daily conduct and future life, especially in the world of work. Again, students' self-confidence and integrity influence almost everything they do (Popham, 2009).

Currently, in Nigeria, inculcating such societal virtues and values as listed above in students should be the concern of the

educational system at all levels. This is because, Adam Smith in his book called *The Theory of Moral Sentiments* as quoted by Covey (2004) remarked that virtue and goodwill are the foundation of both an economic system of free enterprise and a political system of a representative democracy. Adam Smith acknowledged that if individual virtue deteriorates, neither the free market nor a democracy could ultimately survive. Similarly, Theodore Roosevelt as reported by Covey (2004) commented that character, in the long run, is the decisive factor in the life of an individual and of nations alike. Again, one time President of the United States of America, Dwight David Eisenhower stated that the supreme quality for leadership is unquestionably integrity; without it, no real success is possible no matter whether it is on a section gang, a football field, in an army or in an office (Covey, 2004). Billy Graham noted that when wealth is lost, nothing is lost; when health is lost, something is lost; but when character is lost, all is lost. It is also common knowledge that a substantial percent of all leadership failures are character failures.

The statements above from renowned sources and scholars clearly have serious implications for the educational system, organizational performance, leadership, mutual co-existence, sustainable politics and democracy in Nigeria. The reason for this is because the statements can be taken as universal principles (truths). They therefore transcend cultures, religion, creed, race, status, time and so on. The ideas are thus omnipresent. Consequently, applying them constructively will produce outstanding results.

Some more examples of **affective characteristics** are:

- Courage
- Desire
- Motivation
- Interest
- Inspiration
- Passion
- Patience
- Faith
- Perseverance
- Concentration
- Gratitude, etc.

It is important to note that these traits are not cognitive qualities but are quite significant in inspiring effective teaching and learning in the educational system and industry. They are equally very relevant in personnel administration and are considered the traits that spur people to success and greatness in life. Consider the following facts as stated by some philosophers on the subject:

You will never do ANYTHING in this world without COURAGE.
– Aristotle
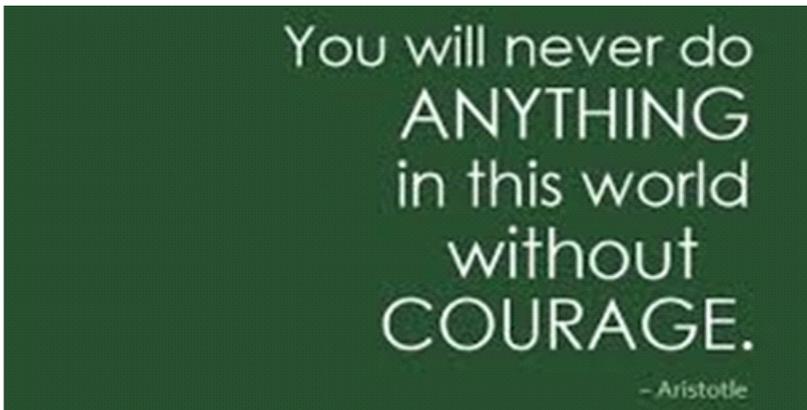
**Fig. 6: Aristotle and Courage as adapted from Google.com**
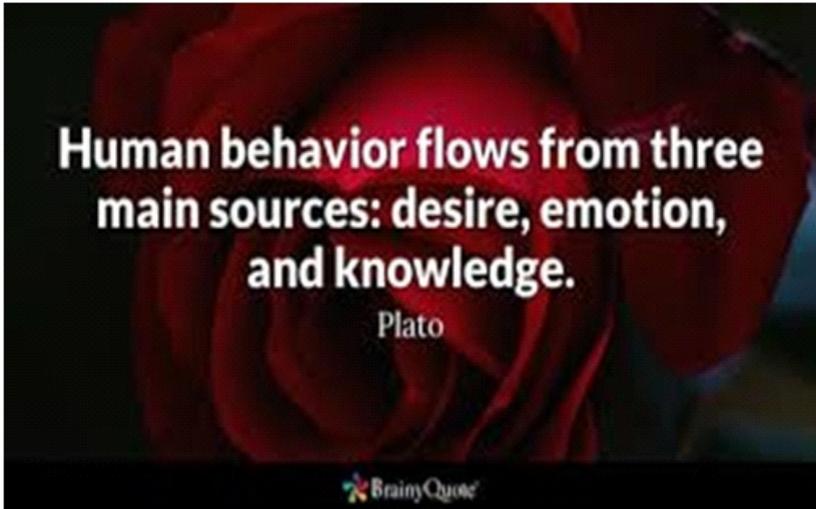
Fig. 7: Plato and Desire as adapted from todayinsci.com

Fig.8: Napoleon Hill and Desire as adapted from Google.com

Fig.9: On Motivation as adapted from Google.com

If the statements by Plato, Aristotle and Napoleon Hill are anything to go by, then the Nigerian educational system needs to do more in the area of affective development. This is because courage, desire, interest and motivation are not cognitive traits but affective. Courage is significant for achieving success in all areas of human endeavour, just as desire, interest and motivation are. Some of the other affective traits as listed in the preceding parts of this paper are vital in developing integrity in the citizenry and the society in general. They are actually the foundation stones for succeeding societies and humans.

The Fundamental Purpose of Education
According to Aristotle (384 BC), as reported by Brubacher (1962), the fundamental purpose of education is to develop excellent human character, and the human mind. Character, as discussed in the preceding part of this paper, is the concern of the affective domain. If the advice of Aristotle is of value, then the

Nigerian school system has neglected a major index in the education curriculum. This underscores the questionable character exhibited by most people, and even some in positions of authorityas a result of indiscipline. Thus, inculcating worthwhile affective characteristics in students will benefit the citizenry and enhance the well-being of the country in the long run.

Apart from developing the man power needs of the society in all areas of the economy, education also serves as a tool to harness the potentials, skills/ talents and innate abilities of pupils/ students to help them develop careers for themselves. Eventually, this assists in the development of a sustainable economic system, where graduates have skills, and not just certificates to seek for employment.

Need to Develop the Affective Domain of Pupils/ Students in the School System
Arising from the foregoing discussions, there is significant need to develop the affective domain of children in the school system. Some of the reasons are provided below:

- Affective traits are essential for providing students with the life skills/ values they need (faith, justice, discipline, gratitude, co-operation, tolerance, etc), as earlier stated in parts of this lecture;
- They are able to spur students to aspire higher in education and in life generally (motivation, perseverance, patience, etc);
- They are the foundation of succeeding societies. Agih and Jonah-Eteli (2010) observed that what matters most to a nation's well-being is its spiritual and moral health.

Everything else which a nation strives for, depends on this: whether it is national integration, political stability, economic development or educational advancement.

▸ Society is usually developed by people with excellent character traits as clearly documented in history.

▸ If students imbibe these attributes early while in school, they are more likely to be guided by them in their work life and in other social engagements;

▸ They help to promote better leadership qualities in youths and subsequently assist them to become better political, economic, religious, social, etc. leaders in the society.

Consequences of Neglecting the Affective Domain of Learning

In spite of research evidence that have shown significant relationship between the affective and learning effectiveness, very little is done to improve the existing practice. Consequently, below are some of the dangers of not paying enough attention to the affective domain in the school system:

▸ Lack of life skills/ values such as faith, justice, tolerance, hope, discipline, honesty and others (these traits are crucial for the sustainable development of society);

▸ High incidence of indiscipline which manifest in impatience, selfishness, cultism in the society/school, youth restiveness and general children delinquency;

▸ Hindrance to effective teaching and learning;

▸ Lack of good health where anxiety, depression, discouragement, absence of faith, ingratitude, worry, uncontrollable anger, etc hold sway (as a result psychosomatic disorder);

▸ It leads to high proportion of adults with negative and disagreeable mental attitude: these group of people

usually breed disharmony and lack of creativity in the work place and wherever they are found.

A grave consequence of neglecting this trait for the youths and elderly is that, it dampens enthusiasm, curtails initiative, overthrows self-control, subdues imagination, undermines the desire for co-operation, and makes people intolerant and sullen, thereby leading to failure.

8. Implications for Effective Teaching and Learning

There is significant research evidence that has established clear linkages between affective traits/ dispositions and improved learning and character development (Fraser, 1994; Ormrod, 1999; McMillan, 2004; Popham, 2009 and Agih & Jonah-Eteli, 2011). Teachers know that students who are confident about their ability to learn, who like the school subjects they study, who have a positive attitude towards learning, who respect others, and who show concern for others are much more likely to be motivated and involved in learning (McMillan, 2004). More so, students are more proficient at problem solving when they enjoy what they do. Also, students who are in a good mood and emotionally involved are more likely to pay attention to information, remember it, rehearse it meaningfully, and apply it.

However, what is interesting about students' affective dispositions is that, despite research evidence which shows positive relationship between affective learning and character formation, there is very little, or no systematic assessment of the affective domain in the classroom. In truth, few classroom teachers give explicit attention to influencing their students' attitudes and values. Even fewer classroom teachers actually try to assess the affective status of their students (Popham, 2009).

The affective status of school students is in every bit as important as the cognitive domain. Pierre and Oughton (2007) asserted that the affective domain is the gateway to learning and character development. However, they wonder why over the years, the cognitive and psychomotor domains have taken precedence in classroom instruction.

The affective domain, as popularized by Bloom and his colleagues, has significant implications for teaching and learning. Every teacher will agree that imparting knowledge through teaching is not only a cognitive function. Thus, according to Stiggins (2005: 199-200), "motivation and desire represent 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". If this is true, then the only avenue of working on learners' desire and motivation has long been neglected in the educational system. The same is true for virtues like respect, honesty, responsibility, discipline and others which are affective characteristics and are the basis of ethical development in education and the society at large.

Nolting (2007) pointed out that performance in Mathematics has almost as much to do with students' attitudes and beliefs as it has to do with their knowledge of Mathematics. Mathematics and the sciences have for many years been seen as dreaded areas by many students and the situation has not changed. 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 inadequate curriculum (Olatunji, 2013).

Popham (2011) argued that the reason why such affective variables like students' attitudes, interest and values are important is because they typically influence future behaviour. Grifith and Nguyen (2006) likened the cognitive domain (when only focused upon in the curriculum at the expense of the affective domain) to a skeleton without the skin. Regrettably, that is what the education curriculum had been over the years.

Similarly, Agih and Jonah-Eteli (2011) have argued that the moral health and social progress of society will improve if the affective domain of school children is properly developed and assessed. Accordingly, they advocated for the development of the affective domain of primary and secondary school students through adequate assessment of affective instruction. The prevalent cases of indiscipline among some government officials and the governed, youth restiveness, cultism in schools, "boko haram" in the North East of Nigeria are all indications of poor handling of affective traits and dispositions in the school system. They further remarked that if governments and other relevant agencies allocate more resources in developing the affective characteristics of children while in school, the benefit will include committing fewer resources in buying guns and security activities in the future.

According to Rimland (2013), it is important to teach and evaluate the affective domain because its proper assessment is as vital to increasing learning as assessment of the cognitive domain. She further reiterated that, "in fact, assessment of the affective domain may at times be more important than the cognitive; because it can help an instructor intervene with students who tend to 'give up on themselves' in the classroom".

This seems especially true when dealing with students who may have one type of anxiety or the other with respect to learning. Certain anxieties in learning have been observed to have threatened students' ability to study and complete tasks successfully.

Assessment of Affective Traits
McMillan (2004) identified three feasible methods of assessing affective traits and dispositions in the classroom. These methods are:
1. Teacher observation
2. Student self-report
3. Peer ratings

He observed that because affective traits are not directly observable, they must be inferred from behaviour or what students say about themselves and others. However, there are some sophisticated psychological measures to assess many affective traits; they are not commonly used by classroom teachers.

He gave three concerns to be considered while assessing affective traits: First, since emotions and feelings can change quickly, to obtain valid information will require several assessments over a length of time; the use of different approaches to measure the affective trait in question as much as possible; and to decide whether individual or group results is what is needed. There are also the problems of dearth of experts and resources for assessment, faking of results and so on.

9. Lessons for Educational Managers and other Administrators

Human beings are emotional in nature. They respond favourably to positive emotions and unfavourably to negative ones. Thus, in most cases a happy person tends to enjoy his/ her work and performs better than his/her counterpart. The same is true for a worker who is motivated, recognized and so on. Consequently, the position of this lecture is that emotions, feelings and attitudes do have a great influence on humans in organizational settings, either positively or negatively. Thus, administrators who understand this can improve staff productivity by addressing the attitudes that encourage job performance.

The *Affective Index of Administration (AIA)*, as developed by Agih(2015), lays emphasis on the positive affective dispositions of staff that the education administrator or any other manager can use to gradually instill harmony, hard-work and organizational goal achievement among staff. This technique deals with the emotional characteristics of workers and is based on the understanding that the human resource is the most important factor in organizational goal realization. It appeals to the feelings and emotional outlook of staff, with the understanding that a person in a good mood tends to work better and achieve results more than someone who is not. Goleman (1995), Bradberry and Greaves (2009) have observed that emotional quotient skills are more important to job performance than any other leadership or managerial skills. According to them, the same holds true for every job title: those with the highest positive emotional quotient scores within any position out perform their peers. It is interesting to note that emotional quotient is a trait of the affective domain.

As stated by Stiggins (2005), "motivation and desire represent the very foundation of learning". This is equally true for industry. Desire and motivation are very important affective traits that when developed can spur people to greater success and achievement. These traits are internal characteristics that exist in all humans, and organizational experts have advocated for managers to pay attention in developing them among staff. The same is true for virtues like respect, honesty, enthusiasm, co-operation, commitment, responsibility, discipline and others which are affective characteristics and are the basis for achieving high performance among staff.

According to Hills and Stone (1987), motivation is that which induces action or determines choice. It is that which provides a motive; and a motive is the "inner urge" only within the individual, which incites him/her to action, such as an instinct, passion, emotion, habit, mood, impulse, or idea. Motivation is viewed as what gets one started while desire is the generating power of all human actions. Without any of these, no one can get far. The two mark the difference between the uneducated ditch digger and the person of accomplishment; between the clerk and the executive and between the failure and the success (Bristol, 1985). It is with this understanding that education managers are advised to spur their subordinates to always start with desire and device means of motivating staff in the education setting. This will enable them to work with passion, commitment and interest, which are characteristics of achievers and organizational sustainability.

Another affective index that is handy for the education manager to achieve results quickly is encouragement and praise for staff,

including students when he/she has done something commendable. It is a known fact that people work better when they are happy and feel good about themselves. Worthwhile encouragement and praise from the boss tends to promote a pleasant feeling among staff. It also engenders self-esteem, and a feeling of recognition from the management. Maslow (1953), in his theory of motivation, had earlier presented this as a tool for the effective and efficient management of organizations.

Similarly, the use of praise instead of criticism is the basic concept of B. F. Skinner's teaching as reported by Woolfork (1998). This great psychologist had shown by experiments with animals and humans that when criticism is minimized and praise emphasized, the good things people do will be reinforced and the poorer things will atrophy for lack of attention (Carnegie, 2006). It has been observed that this technique works on the job too. This is because everybody likes to be praised; everybody craves for appreciation and recognition, and will do almost anything to get it.

According to Carnegie (2006), encouragement and praise usually inspire people to a realization of the hidden treasures that they possess. Education managers can do well to note that they and their subordinates possess powers of various sorts that they habitually fail to use, and one of these powers is the ability to praise people and inspire them with a realization of their latent possibilities. According to the Holy Bible (Prov. 15: 1), abilities wither under criticism, but they blossom and bless under encouragement and praise. To inject new approach in managing education personnel, administrators are encouraged to apply this age- old but simple and workable technique.

All other positive affective characteristics play similar role in spurring the staff to perform better for the organization and the well-being of themselves. According to Bradberry and Greaves(2009), under stress-free and calm disposition, people devote extra effort to staying focused and collected during the trials and tribulations of everyday and organizational life respectively. They are more confident in their abilities to handle unexpected events, and allow their minds to overcome troublesome matters. However, a relapse of the positive affective dispositions often create individual, economic and organizational woes. This is usually followed by hard times of any kind- financial, family, job related and others that ultimately result in stress. In addition to the physical costs of stress, such as weight gain and heart disease, stress also taxes the mental resources of people.

Research evidence on premium organizational performance of top executives has shown that they relate friendly with their workers. It is also common knowledge that people often work better under a friendly atmosphere. Such organizational setting helps people to improve their performance, and in the process they benefit and the establishment benefits too. A friendly and favourable organizational climate is usually established through this process. However, one wonders why most education managers still continue to pay undue emphasis on task-orientation to the neglect of the invaluable human resource.

The same technique has been found to be very effective in raising children. According to Carnegie (2006), praise and encouragement, when used objectively to train children, make them to go out of their way to do the right things. Children are

found to be indulged in doing more right things than the wrong ones when exposed to a friendly and encouraging environment. All these happen as a result of praising the slightest improvement in children rather than condemning everything they did wrong. The Bible also contains numerous entreaties to support this fact: "Encouraging words and actions cheer up people (Prov. 12:25)". Similarly, the same Bible admonishes that: "Now we exhort you, brethren who are unruly, comfort the fainthearted, uphold the weak, and be patient with all (1 Thess. 5: 14)".

The wisdom of applying this technique in administration is that it enlarges and increases the capacity of workers. It also gives power, instills confidence and inspires staff to develop their innate potentials. It, in the same way develops and sustains the positive attitudes of staff which have been found to hasten the achievement of personal and organizational goals. This is because an environment where the positive affective indices as discussed abound, usually enjoys a friendly and relaxed atmosphere and so, stimulates a happy state of mind for workers. This scenario promotes advancement and speedy organizational goal accomplishment.

Applying this technique in administration will require that in the event of discipline, education managers and their counterparts in other sectors should do well to discipline the behaviour and not the person. In most public and private parastatals, it has been observed that the reverse is the case for reprimanding staff who do not meet targets or for any wrongdoing. According to Ocho (1997), castigating the worker and not the particular behaviour for any wrong doing demeans the staff and often makes him/her feel bad. He advised against the practice among education

managers for the obvious reason of what criticism does on the human ego.

It is for this reason that Babalola (2006) equally saw the need for education managers to be people oriented where he enumerated the characteristics of a good modern education manager as the person who works with staff and students with fewer complaints about failure rates, dropout rates, repetition rates, sicknesses, absenteeism, wastages, strike actions and unfinished work. He therefore advised that those to attain managerial positions in educational institutions should be skillful in relevant domains of work, physically fit, experienced, ready to learn, mentally sound and morally balanced.

The technique presented is meant for education administrators to apply in real work situation to obtain excellentresults. Accordingly, if they could endeavour to relate and assimilate the principles in managing the human resource in organizational setting, significant improvement will be the outcome. This is because the technique is rooted in universal principles that have remained true since the creation of man. Consequently, the implications of this presentation are quite clear: pay attention to the positive affective characteristics of staff or suffer the consequences. This is true for all organizations; the link between the emotional dispositions of workers and productivity and organizational goal achievement cannot therefore be overemphasized.

Modern techniques of effective administration for sustainability therefore requires that Human Resources Managers have full understanding of their emotions and the emotions of their

subordinates; and an understanding of how emotions have fundamental influence on the life of people daily. If education administrators imbibe this technique, it will no doubt go a long way to promote a new phase of administration in institutions of learning for the sustainable development of education and Nigeria in general.

10. Implications for Achieving the Sustainable Development Goals (SDGs) in Nigeria

The affective domain equally has substantial role to play if Nigeria will record any significant success in her efforts to achieve the Sustainable Development Goals (SDGs). This is true because all the seventeen goals as outlined in the implementation document of the United Nations can readily be achieved through education. Furthermore, it has been observed that the type of education required to achieve this, is not only knowledge-based but a comprehensive education, the type referred to as, "Whole-Person Learning"(WPL),as developed by Sorenson (2010), with particular interest in the affective component of learning. For instance, education holds the key to poverty reduction; zero hunger; provision of good health and well-being; gender equality and so on. Operators of the system and government policy architects must therefore take this into consideration if the SDGs must be effectively implemented to achieve desired results.

The education target of the sustainable development agenda of promoting lifelong learning opportunities for all can only be achieved through the development of students' affective skills which have the advantage of inculcating in students the life skills and values they need such as faith, justice, truth, gratitude, tolerance, co-operation, patience and so on. These qualities

according to Popham (2011) are important for people to acquire because they influence future desirable behaviour.

Stiggins (2005) stated that motivation and desire represent the very foundation for learning. Thus, in his opinion, if students do not want to learn, there will be no learning. However, desire and motivation are not academic achievement characteristics, they are affective traits (Stiggins, 2005). Similarly, for the SDGs to be successfully implemented, the operators of the system must equally have sufficient motivation and desire to achieve. The same is true for virtues like honesty, responsibility, accountability, sincerity of service on the part of project operators. Without these virtues, the SDGs cannot be successfully implemented. Educating the populace and other stakeholders of the SDGs agenda on moral rectitude is therefore a necessary requirement for success.

The values of honesty, good conduct, integrity and dedication to duty, which are all affective characteristics, cannot be over emphasized in the Nigerian work environment where workers exhibit unethical behaviours on daily basis. Suffice to state here that if the values of hard-work,discipline, honesty, commitment to duty and other measures of good conduct are inculcated in students while in school, the many problems of indiscipline (corruption) would have been minimal in the society. This is because, what we refer to as corruption, is merely lack of discipline among staff/ people. Thus, paying attention to affective characteristics in education would play a vital role in the successful implementation of the SDGs in Nigeria.

Specifically, the sixteenth SDG of peace, justice and strong institutions is primarily hinged on affective characteristics of the

citizenry. Therefore, effective development of character, strong values and virtues through inclusive education is a *sine qua non*for the implementation of the SDGs to achieve good results.

The same is true for the seventeenth SDG of partnership for goals. The emphasis here is on co-operation, team work, understanding, tolerance, etc which are all affective traits that Nigeriadesperately needs as a country. And Nigeria needs these values now, more than ever. Unfortunately, these virtues are inappropriately handled in the school system. Thus affective learning addresses all the relevant issues that can guarantee successful implementation of the SDGs.

11.Contributions in the Area of Educational Management

Mr. Vice-Chancellor Sir, I have made some humble contributions to advance knowledge. Thus, I have done considerable research in teaching and learning, educational management and planning, human capacity development and administration of higher education. Highlights of a few of these works that have affective content are:

(I Agih, A. A. (2013). Quality Assurance Culture in the Niger Delta University: A Necessity for Enhancing Standards and National Transformation. *International Journal of Arts and Humanities (***IJAH) Bahir Dar, Ethiopia: International Association of African Researchers and Reviewers. 3(2) 304-321**. The study was a descriptive survey which sought to find out how well the operators of Niger Delta University understand and utilize some of the quality assurance culture indices in the management of the institution. A sample of 660, which represented 50% of the entire population of 1333 (760 academic and 573 non-

academic staff) was obtained through the Simple Random Sampling Technique. Three research questions were developed to guide the study, and the instrument for data collection was a questionnaire titled, "Perception of Quality Assurance Culture Questionnaire" (PQACQ).The reliability coefficient was established at 0.74%.

Findings revealed that operators of the system do not possess most of the quality assurance cultural indices required to enhance quality and standards in the University. This equally made it difficult for them to utilize the quality assurance culture required in the management of the institution. It was therefore recommended that seminars/ workshops be organized to instill in management staff some of the cultural values of quality assurance, if the system must achieve the desired goal of quality improvement. Also, the study recommended the inculcation and effective assessment of the affective characteristics of pupils/ students while still in school to prepare them for the world of work and others.

(ii). **Agih, A. A. (2013). Extent of Compliance with Ethics of the Teaching Profession by Secondary School Teachers in Bayelsa State.** *Academic* **Journal** *of Interdisciplinary Studies. (*AJIS*). **MCSER Publishing, Rome- Italy. 2 (3) 41-46**. The study was on extent of compliance with ethics of the teaching profession by secondary school teachers in Bayelsa state. The study explained that the teaching profession in Nigeria was before now an all-comers job until 1993 when the Teachers' Registration Council of Nigeria (TRCN) Act was promulgated to professionalize it. From the period that the TRCN was established to regulate the

profession, most of the members are yet to imbibe the new culture of the trade as contained in the Teachers' Code of Conduct document. The study was therefore conducted to assess the level of familiarity and compliance with some of the basic ethics of the teaching profession by Principals and teachers in the secondary schools in Bayelsa state. Data for the study were the Teachers' Code of Conduct document of the TRCN (2005) and a questionnaire on the, "Compliance Order of Secondary School Principals and Teachers (COSSPT) developed by the researcher. A sample of 1,980 (80 Principals and 1,900 teachers) representing 50% of Principals and teachers were selected from a population of 3,960. Three research questions were developed for the study.

Findings revealed that the Principals were quite familiar and comply with some of the acts adjudged to be misconduct in the profession. However, the teachers do not show the same acceptable level of familiarity and compliance on the same issues that were used to assess the Principals. On the basis of the findings, some recommendations were made.

(iii). **Agih, A. A. &Wodi, I. I. (2016). Rethinking Classroom Instruction for Speedy Realization of Sustainable Development Goals in Bayelsa State.** *Journal of Emerging Trends in Educational Research and Policy Studies.* **(JETERAPS) 7 (3) 242-246**. Teaching in the opinion of Clark and Starr (1970) is an attempt to help people acquire some skills, attitude, knowledge and ideas. Again, Clark (1995) saw teaching as the interaction between a teacher and students under the teacher's responsibility in

order to bring about the expected change in the students' behaviour. This means that the task of the teacher is to create or influence desirable changes in the behaviour of his/her pupils or students. In other word, the teacher is to effect desirable changes in the students by way of interacting with them in and outside the classroom using different methods. Emerging contemporary issues like sustainable development, national development, character development, entrepreneurial education, teaching to acquire employable skills and others require classroom instruction to assume new trend. The paper therefore advocated new methods of interaction in the school system. This was discussed under rethinking classroom instruction for speedy realization of sustainable development goals (SDGs) in Bayelsa state.

(iv). **Agih, A. A. (2016). The Affective Index in Educational Administration: Imperative for Education and Sustainable Development in Institutions of Learning in the Niger Delta Region. In Adeyinka, A. A; Asuka, T. T; Agih, A. A. &Paulley, F. G. (Eds).** *Education and Sustainable Development in the Niger Delta Region of Nigeria.* **University of Port Harcourt Press.** This was a chapter contribution that examined the affective index in educational administration; and its imperative for education and sustainable development in institutions of learning with particular reference to the Niger Delta. The chapter viewed education as a veritable instrument for the development of societies in the world. It stated that, education forms the basis for literacy, skills acquisition, technological advancement as well as having the potential for harnessing the natural

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resources of the environment for development. It also holds sway for economic, social, political, cultural religious and industrial advancement. This means that, the progress any society can make is a function of the provisions of a functional and quality education that is well managed. Education administrators were therefore enjoined to apply the affective index in administration for optimal goal achievement since the technique is rooted in universal principles.

(v).   Agih, A. A; Paulley, F. G. & Offor, I. T. (2018). Evaluation of Teachers' Intellectual Capacity and Assessment of the Affective Domain in Teaching and Learning in the Basic Education Scheme in Bayelsa State.*Tertiary Education Trust Fund(TETFund) funded research work in Niger Delta University)*. This research work was funded by TETFund and the focus was on, "Evaluation of Teachers' Intellectual Capacity and Assessment of the Affective Domain in Teaching and Learning in the Basic Education Scheme in Bayelsa State". The poor character and lack of adherence to moral/ societal values by school children necessitated the study. The study was basically a descriptive study that utilized four research questions and a questionnaire developed by the researchers to collect data for it. The instrument was validated by experts in the Faculty of Education and the reliability coefficient was established at 0.78 which was found to be very reliable. The instrument was titled, "Evaluation of Teachers' Intellectual and Assessment Abilities of the Affective Domain (ETIAAAD)". The population of the study was 4250 teachers and the 188 Head Teachers in the government owned Basic Junior Secondary

Schools in Bayelsa State. The multi-stage sampling technique was used to sample 94 schools from the 188 schools in the eight Local Government Areas. 2219 teachers which represented 50% were then sampled from the total population. Data were analyzed using the Statistical Mean. Results indicated that teachers have moderate intellectual knowledge of the affective characteristics; also that teachers' pay attention to the affective indices while teaching; teachers equally, moderately assess the affective traits of students; and finally, that teachers do not consider the affective domain while grading students' performance.

The study found that there is a significant relationship between effective learning, mind and character development and the affective domain in classroom instruction. It was then concluded that the moral laxity in the society, as found in the young and old could be traceable to the poor handling of the affective dispositions of students. The study therefore recommended that henceforth, teachers should pay sufficient attention to the teaching, assessment and grading of the affective characteristics of students; teachers should be encouraged to attend seminars, conferences and workshops to learn new methods in teaching; and that government should call for a review of the school curriculum, amongst others.

12. Conclusion

In 1925, Mahatma Ghandi as citedin Kimbro (1998), enumerated seven deadly sins in the world. These are: ***wealth without work; pleasure without conscience; science without humanity; knowledge without character; politics without principle; commerce without morality; and worship without sacrifice****.* It is evident that all the issues raised by Ghandi border on human character, which is the concern of the affective. A critical observation reveals that the current problems of the world are mostly associated with the seven issues raised by Ghandi. What this means is that, the education planners and managers in the schools have to influence the teaching and learning process through curriculum innovation to be able to inculcate worthwhile societal virtues and values for the pupils/ students to imbibe. Again, affective characteristics have significant role to play in inculcating entrepreneurial skills in students, which is currently a major concern in the Nigerian educational system. Buseri and Agih (2016) have also reiterated on the need for the various interest groups in educationto influencethe curriculum planners to address this salient aspect in the school system.

Mr. Vice-Chancellor, distinguished guests, ladies and gentlemen, at this point you will agree with me that revisiting Bloom's taxonomy, especially the affective, holds great potentials for improving the educational system and the general well-being of the country in many ways. It will definitely enhance effective teaching and learning; improve staff/ students' relationship and also impact positively on the organizational climate. It also has great promises to improve the quality of our politics and governance. It will no doubt build trust, co-operation, faith,

justice, tolerance and develop the spirit of patriotism and nationalism among the youths. In fact, understanding and applying the affective philosophy of Bloom could be likened to the Almighty Formula that has the potentials of providing solutions to almost all problems of mankind. Consequently, the sooner we revisit this wonderful philosophy of Bloom in planning, teaching and managing other areas of our life, the better we shall be in the years to come as organizations, communities and the country at large.

13. Recommendations:

Going by the foregoing analysis and conclusion, some recommendations are hereby made to improve the system:

1. Since the moral health of the society is the foundation for development, teachers in the education system should be encouraged to putmore emphasis in developing the affective characteristics of students while teaching, assessing and grading their work. Consequently, promotion of pupils and students should also be based on affective performance too;

2. There is need for curriculum review where relevant moral and character development courses are introduced at all levels of the education system in the country to address this very important issue since the present curricula pays more attention to the cognitive development of students at the expense of the affective;

3. Teachers at all levels in the educational system should be persuaded to register with the Teachers' Registration Council of Nigeria (TRCN) and to acquire the necessary pedagogy in teaching;

4. Teachers at all levels should be encouraged to attend refresher courses, workshops and conferences in teaching to improve their skills in effective teaching; and

5. There is need for a complete over-haul of the examination structure at all levels in the education system.

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Amgbare, Rt. Rev (Dr) & Dr (Mrs.) Emmanuel Oko-jaja. And also to my wonderful pastors and friends, Rev Inainkaemi Nicholas, HRH (Sir) Albert M. Isiya, L/R (Dr) Osusu Shell, Mr Blessing Ewaphroma, Mr Sylvester Igoru, Chief B. M. Josiah, Rev. Michael E. Abrakasa, Ven. T. M. Obaze, Ven. E. T. C. Ifediora, Ven. James Koru, Canon Temple Ugiri, Rev Canon (Dr) H. D. Eli, Major Amos S. Buseni (Rtd), Rev John Abara and the others. I salute all the wonderful members of St John's Anglican Church, Akenfa-Epie. This is like my second home.

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Ozi, Mr Pomaeri S. Obi, Dr Uche Chineze, Dr Patricia Erebi Tawari, MsNgozi Lynda Nwoko, Ms Lilian Aririguzo, Engr & Mrs. W. S. Opusunju, Dr (Mrs) Lesi E. Kaegon, Dr Peters Ossai, Dr Levi Kalagbor, Dr Opara Obinna, Sir Abel Opuene, Sir Damini Allison-Oguru (JP), Sir (Dr) DaufaIkobho, Sir Donald Ase, Sir BennethOminigbo, Sir Sydney Ogidi, Sir Fransco Miller, Sir (Dr) AranyeOkilo, Sir Nadioni Robert, Dame Abai, Seibofa, Dame SerifinahOteh-Otazi, Dame Felicia Edoni, Rev Ronami B. S. Edoni, Mr Marlin Edumere and Mr Pereowei Darusa. You people have touched my life in most significant ways.

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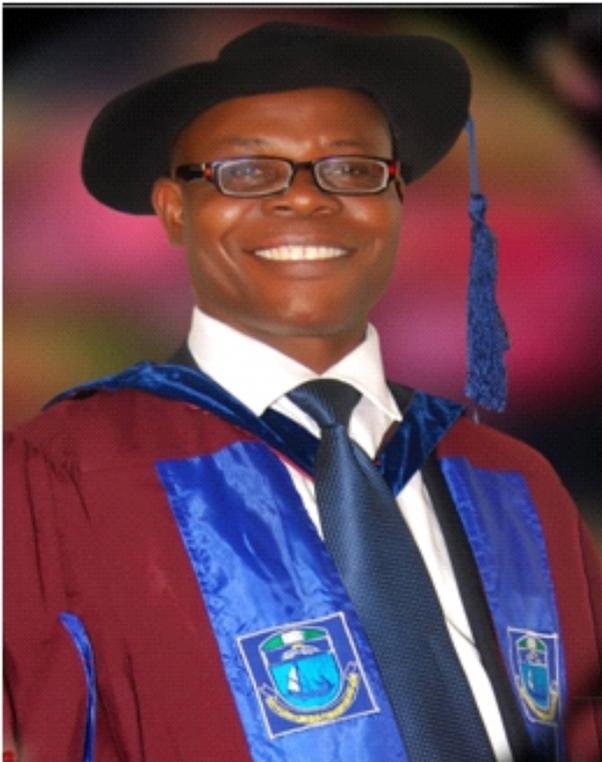
Born in Otuabula II in Ogbia Local Government Area of Bayelsa State on the 22nd August, 1967 to Chief Ikoromo I. Agih and Mrs Delfinah E. Agih, both of blessed memory, Professor Allen Agih was educated at StBarnabas' State School,Twon Brass and St James' Primary School,Otuabula II from 1973 to 1979. To complete his secondary education, he attended three notable secondary schools: Government Secondary School, Ogbia Town; Government Secondary School Anyama-Ogbia and Community Secondary School, Akakumama-Okoroma. The period span from 1981 to 1988.

Professor Allen Agih obtained his Nigerian Certificate of Education (NCE) in 1993 from the former Rivers State College of Education, now Ignatius AjuruUniversity of Education, Port Harcourt. He graduated with Distinction in Political Science (Education), and was awarded the Best Graduating Student of the Faculty. He was given a cash Award of One hundred naira (N100.00) only at that time. He spent two years to obtain the Bachelor of Education Degree (Political Science) in 1995, graduating with a Second Class (Honours) Upper Division.
Not satisfied with the Bachelor's degree, he proceeded to pursue his Masters' Degree programme in Educational Management and Planning at the University of Port Harcourt in 1998. This was after the National Youth Service which was done in 1996 in Kaduna State.

Again, not yet satisfied with the Masters' Degree, he further enrolled for the PhD programme at the same University and obtained the Doctor of Philosophy Degree in Educational Management in 2009. Before joining the services of Niger Delta University, Prof Agih taught briefly at the former Rivers State

College of Education, Demonstration Secondary School (RSCOEDSS), Ndele and also worked briefly with First Bank of Nigeria Plc.

Professor Agih started with a humble beginning as an Assistant Lecturer in the Department of Educational Foundations, Faculty of Education with the Niger Delta University in 2002. He grew steadily through the rank and file in the University system. He was ultimately promoted to the rank of a Professor of Educational Management in October 2017. He is the first Professor of Educational Management that has been produced by the Niger Delta University.

Professor Agih served his Department in various capacities: He was at a time the Departmental Results Retrieval Officer; Secretary of the Departmental Board; Member, Departmental Brochure Committee; Academic Adviser to Educational Management Students; Departmental Examination Officer; and from 2012 to 2013 was the Acting Head of the Department.

At the Faculty level, Professor Agih has also served in various Committees. He was Member of the Faculty of Education Disciplinary Committee; Faculty Representative in Senate; Secretary, Local Organizing Committee for the Nigerian Academy of Education (NAE) in 2010; Local Organizing Committee Chairman for the 2nd and 3rd Annual International conferences of the Faculty of Education, and several others.

Professor Allen Agih is equally offering meritorious services to the University in various capacities. He is a Member of the University Website Committee; Member, University Research Committee; Member, Senate Committee on Honourary Degrees; Secretary, University Research Policy; Member, Management

Committee on Internally Generated Revenue; Member, Facilities Naming Committee and other Committees. He is also the Tertiary Education Trust Fund (TETFund) Desk Officer for Academic Staff Training and Development (AST&D) Intervention.

Professor Allen Agih is currently the Director of the Advancement and Linkages Centre of the University. In that capacity, he fosters meaningful linkages between the University and industrial organizations in order to promote development and entrepreneurial goals; develops both academic and non-academic linkages between the University and reputable national and international universities; fosters mutually beneficial relationship between the University and its Alumni among other functions.

As the Director of the Advancement office, Professor Agih has established credible linkages for research and academic development between the Niger Delta University and other national and foreign universities/ organizations. Notable collaborations that were established with reputable universities and institutions through the Advancement office are:

1. Vaal University of Technology (VUT) in South Africa.
2. University of Wolverhampton in the United Kingdom.
3. Research Professionals in South Africa.
4. Foundation for the Conservation of Nigerian Rivers (FRCN).
5. Yokogawa Nigeria Ltd.
6. Chartered Institute of Bankers of Nigeria (CIBN).
7. Uniworld Professional Training Academy (A United States of America based Institution for Forensic Accounting and Fraud Investigation).
8. University of Bradford in the United Kingdom for research and academic development.
9. Collaboration between Niger Delta University and

Qingdao University of Agriculture in China.

Similarly, Professor Agih has provided knowledge in various workshops and trainings:

i.   Resource Person at Induction Retreat for Legislators-Elect of the 4th Assembly of Bayelsa State held at the Tinapa Lake Side Hotel, Calabar, Cross River State, 25th – 27th May, 2011. Text of paper presented, "*Interdependency of the Arms of Government*";

ii. Nigerian Academy of Education (NAE), 26th Annual Conference on Quality Assurance Mechanisms in Nigerian Education at the University of Lagos, 21st- 25th November, 2011;

iii. Council for Advancement and Support of Education (CASE), Conference on Educational Advancement in Africa at Fiesta Royale Hotel Accra, Ghana, 29th – 31 October, 2013;

iv. Quality Assurance Manager, Federal Ministry of Education 2011 MDGs Training Workshop for Basic Junior Secondary and Primary School Teachers in Bayelsa State, 2011.

Professor Allen Agih has travelled widely to attend workshops and conferences, which have enriched his performance and experience in the University. Accordingly, he has participated in the following international workshops:

a.   Council for Advancement and Support of Education (CASE), Conference on Educational Advancement in

Africa in Ghana, 29th – 31st October, 2013;

b. Creating Research Success through Grant-Writing Skills Development: A Professional Development Workshop, organized by Research Africa at the University of Stellenbosch in South Africa, 10th – 14th February, 2014;

c. Educational Advancement Workshop by the Council for Advancement and Support of Education (CASE) at Cape Town in South Africa, 4th -6th November, 2015;

d. Workshop for the establishment of a Centre of Excellence in Engineering Studies in Niger Delta University at Imperial College in the United Kingdom, 18th – 22nd April, 2016;

e. National Capacity Building Strategy for Sustainable Development and Poverty Alleviation conference at the American University in the Emirates, Dubai, 26th – 28th May, 2015;

f. National Disaster Management conference at Dumont Forte University, Leicester- United Kingdom, 2nd – 7th August, 2016.

g. Association of African Universities (AAU) workshop on 21st Century Leadership of Africa Higher Education institutions at Victoria Falls, Great Zimbabwe University, Zimbabwe, 22nd -26th May, 2018.

Professor Agih is a member of numerous academic and professional organizations. Some of them are the Commonwealth Council for Educational Administration and Management (CCEAM); Nigerian Association for Educational Administration and Planning (NAEAP); Teachers' Investigation Panel (TIP) of the Teachers Regulatory Council of Nigeria (TRCN); Member, Teachers' Disciplinary Council (TDC) in Bayelsa State and several others.

Professor Agih has contributed to knowledge in effective teaching and learning, administration of higher education, educational management and planning, and his publications are found in both local and foreign periodicals.

Professor Agih has great interest in teaching and human capacity development for sustainable development. His current research interests are in developing the affective domain with respect to human capital development, effective teaching/ learning and education management. Presently, he is involved in a project to develop a rating scale for the assessment of the affective characteristics of pupils/ students in the Nigerian school system.

Professor Agih is not only active in the University system. As a devoted Christian, he is a Knight of the Church of Nigeria (Anglican Communion). He is the Diocesan Communicator, Diocese of Ogbia (Church of Nigeria). In 2009 he was the Assistant Secretary of the Central Planning Committee for the Consecration of Bishops of the Anglican Communion, Church of Nigeria that took place in Bayelsa State. Again, in 2016, Professor Agih was the Chairman of the Electoral Committee that conducted the most peaceful and credible election for the Obanobhan of Ogbia, where His Royal Majesty Dumaro Charles-Owaba was elected as Obanobhan III of Ogbia Kingdom.

When Professor Agih is not in the classroom teaching or conducting research, he plays music, engages in writing and church work.

Professor Allen Aziba-Odumomsi Agih is married to his heart throb, Mrs. Mary Allen-Agih. The marriage is blessed with a great man, Opusaziba Allen-Agih.

S/N	Name	Title	Date
1	Engr. (Prof.) Humphrey Andrew Ogoni	Chemical Engineering and Environmental Revolution	10-04-2008
2	Prof. Joshua Fusho Eniojukan	The Touchstone of the Pharmacy Profession	02-03-2011
3	Engr. (Dr.) Dau S. Ziborkere	Post-Harvest Agricultural Processing: Lessons from the Honeybee	30-03-2011
4	Prof. Kingsley Danekete Alagoa	A Probe as a Predictive Tool: A Theoretical Physicist's Pathway (Plasma as a Model)	25-05-2011
5	Prof. Augustine A. Ikein	The Petroleum Question Towards Harmony in Development	26-03-2014
6	Prof. Timothy T. Epidi	Insects: Our Friends Our 'Foes'	28-05-2014
7	Prof. Tuemi Tudou Asuka	Education: The problem of Nigeria	25-06-2014
8	Prof. Olanrewaju Rita-Marie Omobuwajo	What Come's out from the Pot?	16-07-2014
9	Prof. Kolawole Kayode Ajibesin	The Forest is Pregnant	06-08-2014
10	Prof. Chabuovie Menizbeya Sorgwe	African Culture Historiography: A Cogitation on African Identity and Recurrent Problems of Cultural Revival	27-08-2014
11	Prof. Wenikado Sylvester Ganagana	Ozidi Avenges: A Sculpto-Graphotherapeutic and Pictorial Naratology in Art	17-09-2014
12	Prof. Akpoebi Clement Egumu	Agricultural Education for Self-Reliance in the Niger Delta Area	22-10-2014
13	Prof. Christopher Okwuchukwu Ahiakwo	Dispelling Darkness-The Nigerian Experience	28-01-2015
14	Engr. Prof. IfeOluwa Kenny Adewumi	Engineering the Environment	25-02-2015

15	Prof. Youchou Mirabeau	The Divinity Behind the Tripod: The Man, The Invisible World and Death	15-04-2015
16	Prof. Tubonye Clement Harry	"Aid to Aids: A Journey of Serendipity	12-08-2015
17	Prof. Samuel Gowon Edoumiekumo	God, Man And The World: The Nigerian Tripodic "exchangeological" Dilemma	21-10-2015
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19	Prof. Sieyefa Fun-akpa Brisibe	Family Medicine: "The Complexities of differentiating Undifferentiated undifferentiated diseases in a differentiated Proffession"	09-03-2016
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26	Engr Prof. CDR Alfred Ezenwa Ogbonnaya	Vibrating A Nation to a State of Stable Equilibrium	17-05-2017
27	Abowei, Jasper Freeborn Nestor	Fishery-the Earth's Foundation: A Treasure in Obscurity	19-07-2017
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29.	Prof.B Bio Kombo	Bloodless Surgery:Convergence of Science And Religion.Where Do We Go From Here?	15-11-2017

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